

COMPARISON OF EDUCATIONAL PATTERNS IN THE UNITED STATES AND
THE UNION OF SOVIET SOCIALIST REPUBLICS

A THESIS

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY

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SCHOOL OF EDUCATION

ATLANTA, GEORGIA

AUGUST 1963

P. 11-V
P. 101

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ACKNOWLEDGEMENTS

The writer extends sincere gratitude and appreciation to Dr. Laurence E. Boyd for his efficient and untiring assistance offered during this research. A most gracious thanks to Dr. H. M. Bond, Dean of the School of Education, Dr. Linwood Graves, and Mr. B. F. Bullock, for special arrangement and services as a committee for the presentation of the outline for this thesis which made possible the completion of this research during the summer of 1963.

W. S. W.

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CHAPTER I

INTRODUCTION

Rationale.--The United States of America is a land of democracy, rich in the traditions of freedom and respect for the individual. The teaching of this American heritage is the responsibility of the schools. Furthermore, a better understanding of American traditions and values provides the soundest basis for examination of the basic issues that are at stake in this world struggle between individual freedom and totalitarianism.

To defend our American way of life, it is essential to examine the framework of its freedom, look around the world it has inherited, become acquainted with conflicting ideologies and then make knowledgeable comparisons. The greater awareness American citizens have of communistic doctrine and purposes, of the functions and organization of Communistic educational enterprise, as well as the advantages offered by our own democratic government, the deeper will be the loyalties to our government, its traditions, ideals, and educational institutions.

"American interest in the Soviet school system soared with the first Sputnik. The man in the street began to demand information about Soviet education. Even the intellectuals and professionals seemed to realize for the first time that they had been unaware of something important."¹ Thus, teaching about Communism is one of the great issues in the area of the social sciences today.

¹George Z. Bereday, William Brickman and Gerald H. Read, ed. The Changing Soviet School (The Riverside Press, Cambridge: Houghton Mifflin Company, 1960), p. 21.

The educational patterns of nations largely determine the political, economic, social, and scientific progress of their people. Today two great nations, the United States and the Union of Soviet Socialist Republics, are engaged in the struggle for world power. The educational patterns of both nations are closely associated with the existing political organizations prevailing in these countries. In the United States the educational system operates under a democratic form of government, while the Soviet system of education functions under Communism.

In considering the historical and philosophical foundations of education, the following excerpt from Wild's Foundations of Modern Education sheds light on the subject:

A study of the development of educational thought will lead to an evaluation of the educational ideas that have survived from the past.

A study of the history of educational thinking should help us to become intelligent thinking educational workers.

A study of the varied educational theories and changing educational conceptions helps us to become intelligently progressive in the selection of aims, subject matter, and processes of modern education.

The study of what great teachers have attempted and conceived as possible should stimulate us to complete their work and carry out their ideas under the easier conditions and more favorable environment today.

A study of the history of educational thought is an excellent approach to the study of the principles of social, industrial, and political reform.¹

¹Elmer H. Wilds, The Foundations of Modern Education (New York: Rinehart and Company, Inc., 1958), pp. 6-11.

This study deals with a comparative analysis of the similarities and variations in the educational programs and arrangements of the United States and Russia. The analysis entails the historical, philosophical, and sociological backgrounds of the educational enterprise in the two countries; a brief view of the political, economic, social and educational institutions and organizations; agencies governing the patterns of education in the two countries; specific facets of educational arrangement; and the promises of the educational program and arrangements in the immediate future.

Evolution of the Problem.---"The launching of the Soviet satellite Sputnik (1957) was a great blow to America's pride. The space flight of Yuri Gagarin (1961) was another blow to Americans who had always felt that they were first in knowledge of machines and science and in methods of production."¹ More recently, June, 1963, the space flight of Russian Cosmonaut girl, Valentina Vladimirovna Tereshkova, made it even more obvious that America may not always be first. These Soviet scientific advances have created a great deal of interest in the Soviet school system. Realizing that this sort of progress is the result of education, a study of the Russian educational system is an important venture for American citizens. Consequently, a great amount of literature has been published on the comparison of the educational patterns of the two countries. More than that, it is said that, "Because the Soviet Union is proud of its educational system, it makes more information about its plans and programs

¹Gerald Leinwand, The Pageant of World History (Boston: Allyn and Bacon, Inc., 1962), p. 505.

available to Westerners than it does about some facets of Soviet life."¹ This, along with the personal interest in an expanded knowledge on the subject has prompted the researcher to examine literature and available records on the significant similarities and differences of the educational patterns of the United States and the Union of Soviet Socialist Republics.

Contribution to Educational Knowledge.--Educators on the national, state and local levels have given much attention to the revision of the curriculum and school offerings, particularly in science and technology, in the United States since the great challenge of Soviet education. In Ina Schlesinger's article, "Science Education Programs in Georgia High Schools," the following information is given:

High School Science Programs and qualifications of science teachers have gained public attention during recent years. Scholarships, stipend, and courses given by government agencies bear witness to the interest in the preparation of high school science teachers. This increased interest, however, has become the concern of almost everyone. Teachers, colleges, schools or colleges of education in universities, state departments of education and industry have viewed with scrutiny the status of our educational programs.²

The writer believes that a comparative analysis of the educational patterns of the United States and Russia under the specified areas of consideration will provide valuable information for determining the course of education on whatever levels the findings can be utilized. For it is

¹Division of International Education, International Educational Relations Branch, Education in the USSR (Washington: United States Government Printing Office, 1959), p. 2.

²Ina Schlesinger, "Science Education Programs in Georgia High Schools," School and Society (Education's National Biweekly, April, 1963), pp. 167-168.

through comparison that the strengths and weaknesses of both educational programs can be observed and analyzed.

Statement of Problem.---The problem in this study is to determine the significant similarities and differences in the educational patterns in the United States and Russia guided by varying political systems, democracy and communism, and to identify the educational implications of these two countries for the future. One realizes quickly that there are no simple, permanent, and miraculous answers in comparing educational patterns in a free society and those of a totalitarian or communistic society in the highly complex and frustrating world of the twentieth century. Nevertheless, the rising threat of communism necessitates study and research concerning the problem.

Purpose of the Study.---The major purpose of this research is to develop a comparative analysis of the similarities and differences in the educational program and arrangements of the United States and Russia.

More specifically, the purpose of this study is to compare and interpret for the United States and the Union of Soviet Socialist Republics their programs and arrangements characterized in:

1. The historical backgrounds of the educational enterprise in the two countries.
2. The philosophical framework of the educational enterprise of the two countries.
3. The sociological backgrounds of the educational system in the two countries.
4. The political, economic, social and educational institutions or organizations.
5. Agencies governing the patterns of education in the two countries.

6. Specific facets of educational arrangements in the areas of:

- (a) types of education
- (b) content of educational experiences
- (c) organizational levels
- (d) methodologies of instruction

7. The promises of the educational program and arrangements in the two countries in the immediate future.

Limitation of Study.--This study is limited to the accessibility of records, documents, and literature available on the subject. As it would be a tremendous task, requiring a period of several years, to do a study of the educational patterns of the United States and Russia in its entirety, the research includes only information on the specified areas given in the purpose and procedure.

Definition of Terms.--The writer conceives the terms which are defined as follows significant to the study:

- 1. America is used interchangeably with the United States meaning the fifty states which make up the Union.
- 2. Democracy is that form of government in which supreme power rests in the people, in which the people rule.
- 3. Communism is that form of government in which a few rule, the Communist Party.
- 4. Union of Soviet Socialist Republics is the state formed in 1919 from the Russian Empire, embracing much of both eastern Europe and northern Asia.
- 5. Soviet is identical with U. S. S. R.
- 6. Bolshevik is the original name of the Communist Party of Russia.
- 7. Peasants are the class of Soviet citizens inferior to the great class of factory workers. They work on collective farms.
- 8. Bourgeois is the term which has reference to the Russian capitalists.

9. Proletariat refers to the working class of the Soviet Union.
10. Capitalism is an economic system under which the major productive industries are owned and operated by private individuals for profit.
11. Communism is an economic system in which all wealth is owned and controlled by the state.
12. Authoritarian is the term which represents the Communistic Dictatorship.
13. Communist Party is the dominating political party of Russia.
14. Marxism-Leninism is the theory of a free classless society.
15. RSFSR is the Russian Soviet Federated Socialist Republic, the largest of the union republics, containing more than half of the Russian population and three-fourths of the territory.
16. Russia is used interchangeably with U. S. S. R.
17. Totalitarianism is a government of unlimited power or political authority resting with one person or with a very few persons.
18. Curriculum refers to all the educational experiences of the child, whether relating to subject matter or activities.

Locale and Period of Study.--This study, that is, the documentary research, was conducted during the summer months, 1962-1963 at the Atlanta University Library. In addition, a portion of the research took place during the fall of 1962 and the winter and spring of 1963 in LaGrange, Georgia.

Method of Research.--The Historical Method of Research, utilizing the specific techniques of documentary survey and analysis, was used to collect the data requisite to the fulfillment of this research. The documentary research lends itself to putting together in a logical way

the evidence derived from literature, documents and records, and from that evidence, conclusions which either establish unknown facts or offer sound generalizations with respect to the past or present events may be drawn. Therefore, the writer deems this method suitable to the task which is undertaken in this study.

Description of Materials.--The materials which are used in the collection of these data are:

- (a) Basal source books, books, monographs, periodicals, newspapers, and documents specifically pointing towards the educational enterprise of the United States and Russia.
- (b) Analysis sheet for categorizing and organizing data read.

The sources which are described briefly below are regarded as basal source books. George S. Counts in his book, The Challenge of Soviet Education, gives an informational and well organized account of the educational enterprise in the Soviet Union, and in some instances makes comparisons to the educational system in the United States. The Changing Soviet School, edited by George Z. Bereday, William W. Brickman, and Gerald H. Read which is mainly a comparative treatise on the schools of Soviet Russia and the United States is considered basic to the study. The Foundations of Modern Education by Elmer Wilds provides a good source for comparing the historical and philosophical backgrounds and/or processes of the aims, types, content, agencies of education, and organization and methods of instruction in the two countries. On the political side, Kenneth Colegrove's Democracy versus Communism, is another worthwhile reference. The Division of International Education also has published

a very good work relating to the comparison of education in the United States and the USSR, entitled Education in the USSR. Other sources such as books, periodicals, newspapers, and documents contributed to the study.

The analysis sheet was used to organize, catagorize, and systematize the comparative data, with reference to significant "organizational" and "theoretical" points of departure for the educational systems of the two countries. This organization of the data under headings of aims, purposes, types of education and other specific areas relative to the educational enterprises of both the United States and Russia, setting them up in a direct view simultaneously, enabled the writer to ascertain and interpret a more comprehensive picture of the problem.

Collection of Data.--The collection of the data for this research included the activities which follow. First of all, the researcher made a thorough survey and investigation of related literature, books, periodicals and documents which were found in the Atlanta University Library. Then too, while attending the NEA Convention which was held in Denver, Colorado in the summer of 1962, the writer was fortunate in securing order blanks furnished from exhibition booths of book publishing companies. Orders were made and the books were received and utilized. There was also the distribution of free booklets as well as those of cost relating to the subject at the same convention. The writer hastened to collect and purchase all such materials. The NEA Research Division furnished helpful information as requested. During the fall of 1962 and winter and spring of 1963 recent publications on Soviet education from the Scholastic Magazine Company were purchased for usage. These data were organized and presented for analysis, comparison, and interpretation under the

major captions of: (a) Aims; (b) Types; (c) Content; (d) Agencies; (e) Organization; (f) Methods; (g) Building facilities and equipment; and (h) Financial support. Conclusions and implications in compliance with findings were made.

Survey of Related Literature.--The survey of related literature reveals significant similarities and differences in the educational patterns of the United States and the Union of Soviet Socialist Republics.

According to the Report of the President's Commission on Higher Education:

Education is an institution of every civilized society, but the purposes of education are not the same in all societies. An educational system finds its guiding principles and ultimate goals in the aims and philosophy of the social order in which it functions. The two predominant types of society in the world today are the democratic and authoritarian, and the social role of education is very different in the two systems.

American society is a democracy: that is, its folkways and institutions, its arts and sciences and religion are based on the principle of equal freedom and equal rights for all its members, regardless of race, faith, sex, occupation, or economic status. The law of the land, providing equal justice for the poor as well as the rich, for the weak as well as the strong, is one instrument by which a democratic society establishes, maintains, and protects this equality among different persons and groups. The other instrument is education, which, as all leaders in the making of democracy have pointed out again and again, is necessary¹ to give effect to the equality prescribed by law.

Some of the American statesmen and educators who gave impetus to this idea were Thomas Jefferson, Horace Mann, James Madison, and Franklin D. Roosevelt.

¹Gail Kennedy, ed., Education for Democracy (Boston: D. C. Heath and Company, 1952), p. 3.

Russia is a communistic country. The political, social, and educational institutions are controlled by the state. Bereday, Brickman, and Read give this explanation of the Soviet system:

The Soviet system is a methodical plan for the education of all systems. It stems from the confidence which can be traced back through Marx... that man, by the use of reason, can provide by legislation for all present and future social emergencies. Not only do the Communist believe that their party should have the power to legislate for social change: they also claim that it has the wisdom to determine what that change should be. Consequently, Soviet leaders claim to know what is good for everyone by way of education. By thus solving their philosophical problems they can concentrate on devising the best means to teach all Soviet citizens whatever they have decided to teach them.¹

Collier's Encyclopedia gives the following information on Marx's theory and Soviet education:

Marx's theory of dialectical and historical materialism taught that capitalism would be spontaneously overthrown whenever it reached the ultimate stages of development. Lenin modified these doctrines by insisting that the preparatory phases could be gone through much more quickly under the dictatorship of the proletariat than under "bourgeois" democracy. The marxist theory promised a classless society.

Soviet education has followed the path common to all the country's cultural life. At first all conventional concepts were identified with the tsarist regime and stigmatized as "bourgeois." Formal schooling was said to have been devised for the perpetuation of class distinction.²

¹Ibid.

²Collier-Macmillan Library Division, "Understanding the U.S.S.R.," Collier's Encyclopedia (Reprint from Collier's Encyclopedia by the National War College, Washington, D. C., 1962), p. 34.

Following the Bolshevik Revolution of 1917, the Soviet school system was organized in keeping with the Marxist-Lenin doctrine.

In spite of the great differences in philosophy and politics, there are areas of resemblance in the educational patterns of the United States and Russia. Today the Soviet educational system, like the American system, claims to be designed for "mass education." In addition, the nationalistic conception of education has prevailed in the United States and Russia. Training for citizenship and patriotism exists in both educational systems. Education for the gifted is also emphasized in both countries.

The following is a brief view of the aims of education in the two countries:

It is a commonplace of the democratic faith that education is indispensable to the maintenance and growth of freedom of thought, faith, enterprise, and association. Thus the social role of education in a democratic society is at once to insure equal liberty and equal opportunity to differing individuals and groups, and to enable the citizens to understand, appraise and redirect forces, men and events as these tend to strengthen or weaken their liberties.

In performing this role, education will necessarily vary its means and methods to fit the diversity of its constituency, but it will achieve its ends more successfully if its programs and policies grow out of and relevant to the characteristics and needs of contemporary society. Effective democratic education will deal directly with current problems.¹

Further, Kennedy states that the aims of education in a democratic society are:

1. To develop understanding and cooperation among peoples of differing races, customs, and opinions.

¹Kennedy, op. cit., p. 2.

2. To develop the full, rounded development of the person.
3. To teach young people both spiritual and material values.¹

According to Elmer H. Wilds, these are goals of education in a democracy:

1. To cultivate a deep regard for democracy and an intelligent appreciation of democratic institutions.
2. To develop those qualities of character which are of special significance in a democracy.
3. To develop the willingness and ability to cooperate effectively in a democratic society.
4. To develop the ability to use the most effective and reliable methods in searching for truth as a basis for discovery and solution of problems.
5. To develop the effective use of the fundamental knowledge and skills required by all.
6. To insure an abundant, sound and individual life in accordance with each individual's capacity and ambition.
7. To provide training in the specialized and professional services which are requisite for society.
8. To provide for enrichment of adult life.
9. To plan for the continuous appraisal and readjustment² of the educational program to fit changing conditions.

George S. Counts makes it plain that Russia also sees education as being an indispensable institution for the maintenance and growth of its society.

Certainly the Bolsheviks, like their predecessors in the Russian tradition of revolution by a small organized and militant minority, have placed unsur-

¹Ibid., p. 3.

²Wilds, op. cit., pp. 576-578.

passed faith in the power of education dedicated primarily to the general enlightenment of the people. Their faith has rested rather on the conception of an education closely controlled by themselves and directed toward the fashioning of man in their own preconceived image. Russian revolutionists always talked in romantic tones about the "people of the future," people who would grow more or less spontaneously after the destruction of the existing oppressing and tyrannical order. And so, since the 1920's the Bolsheviks have talked endlessly about "the new man" and "the new people," and in these later years about "the New Soviet Man." But this new human creature is emerging, not spontaneously, but rather out of a rigorous and comprehensive process of nurture, tuition, and mind control.¹

Parallel to the above description of the development of the societal organism, Counts also emphasizes the development of the "New Soviet Man" through the forces of education thusly:

In the making of the New Soviet Man the first task of education is the eradication from the consciousness of the people all traces of capitalist, neutralist, and anti-Bolshevik mentality. This applies particularly to attitudes toward labor, property, religion, individualism, social class, and the Party. On the positive side, education must dedicate itself to the development of the Communist mentality in these realms. And this means unqualified indoctrination in the teachings of Marx, Engels, and Lenin regarding the nature of the universe, the laws of social development, the transition from capitalism to socialism, the Great October Revolution, the policies of the Communist Party, the oppression of labor in the Soviet people, and the ultimate triumph of Communism in the world. The point is well made in the following quotation: "The Soviet school does not prepare merely educated people. Resting on the facts and deductions of progressive science, it must instill in the consciousness of the younger generation the ideology of Communism,

¹ George S. Counts, The Challenge of Soviet Education (New York: McGraw-Hill Book Company, Inc., 1957), p. 45.

mold pupils in the Marxist-Lenist outlook, and nurture them in the spirit of Soviet patriotism and Bolshevik ideals."¹

The fundamental aims of Soviet education, like those of the United States, have recently been clearly expressed. Mme. L. Dubrovina, former Deputy Minister of Education of the R.S.F.S.R., has stated the aims of the Soviet school:

1. To equip pupils with knowledge of the fundamentals of the science of nature, society and human thinking and to develop in them a scientific outlook;
2. To acquaint the younger generation with the general outlines of modern industry, the fundamental of modern technique, and to teach them to think the conclusions of science with the practice of socialist construction;
3. To ensure development in pupils of firm moral convictions; to implant in them boundless loyalty to their native land, respect and love for other nations, humanism, diligence, honesty and truthfulness;
4. To ensure co-ordination of the pupil's mental development with correct physical development; to bring up a generation of healthy, generous people;
5. To provide for aesthetic education of pupils; to teach them to understand and appreciate art, develop aesthetic taste and cultivate creative ability.²

The Eighth Congress of the Communist Party, March 18-23, 1919, formulated the aims, structure, and program of the Soviet educational system:

1. The introduction of free and compulsory general and technical education (instruction in the theory and

¹Ibid., p. 45.

²Madame L. Dubrovina, Women's Right to Soviet Education in the Soviet Union (Moscow: Foreign Languages Publishing House, 1956), p. 13.

practice of the principal branches of production) for all children of both sexes up to the age of 17.

2. The establishment of a system of pre-school instruction: nurseries, kindergartens, homes, etc., to improve the social development of women and assist in their emancipation.
3. Full realization of the principle of a uniform industrial labor school with instruction in the native language, with co-education for children of both sexes, free from religious influences; a school where teaching is closely connected with socially useful labor and which prepares members for a communist society.
4. The supply of all pupils with food, clothes, boots and school appliances at the cost of the state.
5. The preparation of a new staff of teachers who are imbued with the ideas of Communism.
6. Bringing the toiling masses to take an active part in educational work (the development of councils of public education, mobilization of educated people, etc.).
7. General state assistance to self-education and the intellectual development of workers and peasants (creation of a system of institutions for education outside the schools, such as libraries, schools for adults, people's palaces and universities, courses of lectures, cinemas, studios, etc.).
8. Spreading on a large scale of professional education for persons from the age of 17, in connection with technical knowledge.
9. Making all universities accessible to all desiring to study, particularly to workmen; attracting all people able to lecture to become instructors in these universities; abolishing all artificial barriers standing in the way of young scientists reaching professorial chairs; financial support of students in order to offer the proletarians and the peasants the fullest opportunity to take advantage of the universities.
10. Opening and making accessible to the toiling masses all the art treasures which were created by the exploitation of their labor, and which were formerly at the exclusive disposal of the exploiters.

11. The development of the propaganda of communist ideas on a wide scale and for that purpose the utilization of state resources and apparatus.¹

It seems evident that the educational system within a country has direct bearing on its economic progress. The varying systems in the United States and the U.S.S.R. are capitalism and communism. The productive activities of the United States function under capitalism, whereas the productive activities of Russia operate under communism. In a capitalistic society private individuals control the major productive industries, while in a communistic society major productive industries are controlled by the state.

The agencies governing education in the United States range from the local, county, city and state to the national government. There exist local and state boards of education as well as national organizations such as the National Education Association and the President's Commission on Education.

In Russia education is state controlled and regimented. However, there is the Ministry of Education which must function according to the orders of the political system.

In the United States various methods of instruction have been utilized in achieving the goals of education. The project method as voiced by Kilpatrick was also used by a Russian educator, Marenko. In addition, there are the experimental methods, progressivism which is

¹Samuel N. Harper, "Documents on the Government of the Soviet Union," William E. Rappard et. al., Source Book on European Governments (Princeton: D. Van Nostrand Company, 1937), pp. v20-v21.

associated with John Dewey, and those which include pupil activity and group cooperation. The lecture method has also been used.

With the reorganization of the system of education after the Bolshevik Revolution went reorganization of the curriculum.

A rigid centrally determined curriculum was established for the whole Soviet Union and "stabilized" textbooks were introduced. Teaching methods were reorganized and the lecture was proclaimed the basis of instruction. Discipline, which had suffered from constant interference by political groups, was reinforced and the authority of the teacher affirmed.¹

From the American point of view:

Self discipline is the ultimate goal of both the school and society. But self discipline (like any other learning) is not automatic; at some stages of maturation a child simply cannot be allowed to do whatever he wants in the hope that he will naturally and ultimately develop self discipline. Even though we do not like to accept--or impose--any discipline that is not directed toward understood and accepted goals, that does not come from within, we sometimes must.²

It is interesting to note that the Soviet places special emphasis on the budget for education. Collier's Encyclopedia gives the following information. "Throughout the Soviet educational system, tuition is generally free and about 80 per cent of students in specialized vocational and higher educational establishments get a monthly living allowance stipend."³

¹Bereday, Brickman, and Read, op. cit., p. 164.

²Kenneth Hansen, Public Education in American Society (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1956), p. 173.

³Collier-Macmillan Library Division, op. cit., p. 37.

The organization of the educational levels in the United States embraces the schools ranging from kindergarten, nurseries, primary, elementary, secondary and technical schools to the universities. The levels of education in Russia follow somewhat the same pattern, however, the design does present differences. There are the kindergartens, nurseries, primary, secondary, technical and schools of higher learning. In the U.S.S.R. the 10 year school is said to be equivalent to the American 12 year school. Then too, there are private boarding schools in both nations.

Summary of Related Literature.---Observation and examination of related literature reveal significant similarities and dissimilarities between the patterns of education in the United States and Russia.

1. Each country has the type of educational system that it wills, the United States for democracy, Russia for communism.
2. The practice of education in the two countries is dominated by the forces which are considered essential to the development, organization and perpetuation of prevalent ideals and forms of government.
3. The historical and philosophical foundations are rooted in the theories and principles which guide the patterns of education in these nations.
4. The educational system in both nations is affected by nationalism, national character, and the relation between political and social theories underlying the state and education. These forces color the organization of education, its provision and administration, agencies governing the patterns of education, the curricula courses of study, aims of education, content of educational experiences, methods of instruction, building facilities and equipment, and the promises of education for the future.

5. In the United States and in Russia education is deemed necessary to the proper functioning of the government, although the political regimes differ widely in their methods of reaching the ultimate goals.
6. The cherished American heritage stresses freedom, equality, and respect for the individual. The essence of the contrast which exists in the Union of Soviet Socialist Republics is well expressed by Charles Pierce:

Let the will of the state act, then, instead of that of the individual. Let an institution be created which shall have for its object to keep correct doctrines before the attention of the people, to reiterate them perpetually, and to teach them to the young; having at the same time the power to prevent contrary doctrines from being taught, advocated, or expressed. Let all possible causes of changes of mind be removed from men's apprehensions. Let them be kept ignorant, lest they should learn of some reason to think otherwise than they do. Let their passions be enlisted, so that they may regard private and unusual opinions with hatred and horror.¹

7. America seeks to build a democratic society by creating intellectual, economic and social institutions which will implement this idea, whereas Russia represents a totalitarian state whose institutions, whether educational, economic, social, or political must hinge on the ideal of the development of a Communistic society.
8. Statesmen and educators in the two countries have worked toward the establishment of an educational enterprise which will promote the growth of democracy for "us" and the growth of communism for "them."

¹George S. Counts, The Challenge of Soviet Education (New York: McGraw-Hill Book Company, 1957), p. 304. A Reprint from "Collected Papers of Charles Sanders Pierce," ed., Charles Hartshorne and Paul Weiss.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

General Introduction to the Study.--More than a century ago, in 1848, the "Communist Manifesto" issued a challenge to modern capitalism in its famous opening lines: "A specter is haunting Europe -- the specter of Communism. All the powers of Europe have entered into a holy alliance to exercise this specter."¹ There were two revolutions in Russia in 1917. The first occurred in March and a second in November. Yet it was not until the appearance of the first revolutionary state bearing the banners of Karl Marx that this famous statement began to materialize. This occurred November 7, 1917, when the Russian Bolsheviks seized power under the leadership of Nikolai Lenin. Counts explains the situation thusly:

Today it is no longer a specter that is haunting Europe. On the contrary, it is a thing of flesh and blood, of bone and muscle. It is a thing of great material power fraudulently carrying the Marxian promises of equality, social justice, and economic abundance to all men. But this thing is no longer haunting "old Europe" alone. It is haunting all lands and continents, and even the islands of the sea. It stands by the side and whispers into the ear of every statesman of the free world who refuses to nurture the pleasing illusion that liberty is destined by the nature of man and the laws of the universe to be victorious in the "struggle between two worlds -- "we and they." ...It already holds in thrall one third of the people of the earth and is pressing forward relentlessly to win the whole of mankind to its standard. Its continued triumphs raise in many a thoughtful mind the question of the viability of the free way of life under the strange

¹George S. Counts, The Challenge of Soviet Education (New York: McGraw-Hill Book Company, Inc., 1957), p. 286.

conditions of the industrial age -- the question of the capacity of free men to summon the moral, intellectual, and spiritual resources necessary to sustain the struggle through both prosperity and adversity.¹

Again, this thing which is haunting the world today, the United States included, is the new form of state which possesses its own peculiar qualities and energies. It is a totalitarian state, that is, a state which assumes responsibility, not only for shaping economic and political institutions and the outward forms of social life, but also for molding the arts and the sciences and the inner life and value to achieve a distant social goal.

American democracy is founded on education. From the earliest years of our colonial history, this institution has been regarded essential to perpetuating an educational system designed to promote democratic ideals and principles. This kind of democratic state depends upon universal education and the ideal of equality of opportunity.

In the United States of America today educational organizations and committees have published materials devoted to deepen understanding of and loyalty to American democratic ideals and institutions and expose the fallacies of communism. Among these organizations is the National Education Association. Excerpts from platform and resolutions adopted at the Representative Assembly of the National Education Association, San Francisco, California, July 6, 1951 is a verification of the preceding statement:

The National Education Association strongly asserts that all schools have an obligation to teach the rights, privileges and responsibilities of living in a democracy.

As a measure of defense against our most potent threat, our American schools should teach about communism and all forms

¹Ibid.

of totalitarianism, including the principles and practices of the Soviet Union and the Communist Party in the United States. . .

The responsibility of the schools is to teach the value of our American way of life, founded as it is on the dignity and worth of the individual; our youth should know it, believe it and live it continuously . . .

The Association charges the teaching profession with the obligation of providing the best defense of democracy through full participation in making democracy really live and work.

The Association again reminds the public of the repeated pronouncements of our military leaders and statesmen that education is the basis of our national security and that a well planned, adequately supported system of free public schools is fundamental to the perpetuation of the American way of life.¹

So is the belief of a truly free people that a brief honest, realistic comparison of the educational patterns of the United States and the Union of Soviet Socialist Republics needs to be placed before those who are free to think.

In order to understand, appreciate, and evaluate the educational system of a nation, it is necessary to know something of its history and traditions, the fundamental principles or basic assumptions derived from a particular social, economic, and political philosophy. This study, the comparative analysis of the educational patterns of the United States and Russia, deals with the historical, philosophical, and sociological foundations of education, underlying the fundamental principles of education which are reflected in the agencies governing the educational enterprise of the two countries; specific facets of educational arrangements in the

¹Excerpts from platform and resolutions adopted at the Representative Assembly of the National Education Association, San Francisco, California, July 6, 1951. Joint Committee of the National Education Association and the American Legion, Teaching About Communism (Indianapolis: The American Legion National Emblem Sales, 1962), p. 2.

areas of; aims, types of education, content of educational experiences, organizational levels, and methodologies of instruction. Building facilities and equipment and financial support of education in the two countries are also considered.

The Historical Background of the Educational Enterprise of the United States.--The United States of America which boasts of being the greatest nation on earth today was born in 1776, the second year of the American Revolution (1775-1783). Built upon the faith of the Declaration of Independence, this nation has survived until the present.

It was from England, the mother country, that the thirteen original American colonies gained their independence. These words from the Declaration of Independence give in essence the significance of this document:

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights Governments are instituted among Men, deriving their just powers from the consent of the governed; That whenever any Form of Government becomes destructive of these ends it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.¹

With these words from this document, this great nation proceeded to develop.

¹United States, Congress The Declaration of Independence, July 4, 1776, p. 1.

During the period from 1776 to 1781 the First and Second Continental Congresses directed the course of events for the United States. Then in 1781 the Articles of Confederation became the basic set of laws for the thirteen states.

The period from 1781-1787 is often referred to as the "Critical Period" in American History because the young nation faced many political, economic, and social difficulties. The Articles of Confederation proved too weak to provide a strong and efficient government. Each state was sovereign. Congress had no power to levy and collect taxes or regulate foreign and interstate commerce. There was no executive to enforce the acts of Congress and no national court system. Finally, the Articles could only be amended with the consent of all of the states.

Realizing the weaknesses of the Articles of Confederation, twelve states sent delegates to the Philadelphia Convention for the sole purpose of revising the system of laws.

Among these delegates were George Washington, Edmund Randolph, and James Madison from Virginia; Pennsylvania sent Benjamin Franklin, Gouverneur Morris and James Wilson. Alexander Hamilton of New York William Livingston and William Paterson from New Jersey, Elbridge Gerry, and Rufus King from Massachusetts, Luther Martin from Maryland, Olliver Ellsworth and Roger Sherman from Connecticut, John Dickinson from Delaware, and John Rutledge and two Pinckneys from South Carolina were among the founding fathers who attended this Convention.¹

The Articles of Confederation were so fatally weak until the members of the Convention decided that they were not worth revising or amending. Therefore, an entirely new system of laws were created. After compromises

¹Harold Faulkner, American Political & Social History (New York: Appleton-Century-Crofts, Inc., 1957), p. 152.

between large and small states, "The United States Constitution was signed September 17, 1787 by 39 men and went into effect April 30, 1789."¹

The Constitution corrected the defects of the Articles of Confederation. A Federal government instead of a Confederation was formed. The Legislature, the Executive, and the Judiciary made up the departments of the national government. George Washington, by unanimous vote became the first President of the United States. The Constitution was proclaimed the "supreme law of the land."

The United States has fought other wars since the American Revolution which began in 1775. Those which are the most noted are the Civil War (1861-1865); World War I (1914-1918), which the United States entered in 1917; World War II (1939-1945), and again the entrance of the United States was delayed until 1941 as a result of the bombing of Pearl Harbor; and finally the Korean Conflict.

This historical background introduces the setting for the development of the educational enterprise of the United States.

The development of the educational system of the United States was characterized by the revolutionary spirit and democratic ideals and nourished by the industrial development which began early in the nineteenth century and has continued until the present. Accordingly, the history of education begins with the establishment of schools and the means of education for the promotion of religious ideas, morality and knowledge which are necessary to a good government and the happiness of mankind. The conviction that every boy and girl must be guaranteed equality of educational opportunity

¹William A. McClenaghan, Magruder's American Government (Atlanta: Allyn and Bacon, Inc., 1961), p. 729.

irrespective of race, creed or social status dwelled amidst these ideas. Therefore, the American public has shown the willingness to tax itself to maintain its educational system.

The development of state control of public education has been slow in the United States for there have been strong obstacles, yet public education has been realized. This type of education is more suitable to meeting the needs of the masses of people. Nevertheless, the private schools still exist. In addition, the kindergartens, primary, elementary, secondary, technical, colleges, and universities are a part of the American school system.

Historical Background of the Educational Enterprise of Russia.--Unlike other European countries, Russia was never a part of the Roman Empire. Thus, it was not influenced by the great Roman civilization.

"In the ninth century, Rurick, a Swedish Varangian prince, led a group of Northmen into Kiev and set up a small kingdom around Kiev and Novorod. The people he led were called "Russ" and history records that from these people Russia was named."¹

It is said that at the beginning of the 11th century A.D., the reigning prince of Kiev, Vladimir, became a convert to Christianity. However, this was the Eastern Orthodox faith of the Byzantine Empire which brought eastern culture and institutions to the infant country.

In 1237 the state of Kiev was destroyed by the Mongols who ruled for three hundred years and left Russia as much an Asiatic country as a European one. When Constantinople fell in 1453, the ruler of Moscow assumed

¹Gerald Leinwand, The Pageant of World History (Atlanta: Allyn and Bacon, Inc., 1962), p. 179.

the title of czar or king. This is the beginning of the period which is called tsarist Russia although some historians give the date from A. D. 800 to 1917. Under Ivan the Terrible (1533-1584) Russia developed a country in which the wish of czar became the law of the land. In 1613 the Romanov family became the rulers of Russia and remained so until the Russian Revolution of 1917.

Although Russia had been influenced largely by Eastern culture, Peter Alexievich, known as Peter the Great, (1689-1725) introduced a period of western expansion for Russia. He dedicated himself to the improvement of Russia along political, economic, social, military, cultural and educational lines. "He not only turned his eyes toward the West for inspiration but actually lived there and learned the western technology and culture at first hand."¹

Catherine the Great 1762-1796 contributed to the growth of the Russian empire by the acquisition of much territory and by the bringing about of numerous social reforms and educational improvements. She tried to get some form of compulsory public education and organized the Commission for the Establishment of Schools.²

Nicholas II (1894-1917) was the last of the Romanov line of tsars. He was determined to rule as an absolute monarch. He refused to make concessions to growing popular unrest which was to continue until after the Great Revolution.

The Russo-Japanese War (1904-1905) was a disaster for Russia. The defeat in this war brought on a revolution which opened wide cracks in the shaky social structure of the empire. In 1905 a clash between thousands of unarmed workers and tsar troops led to the massacre of nearly a thousand people.

¹Bereday, Brickman, and Read, op. cit., p. 30.

²Ibid.

After this episode, democratic groups demanded democratic reforms.¹

As a result of the event mentioned above, the tsar was forced to create an imperial Duma, a kind of Parliament. The functions of this body were purely advisory.

With all of these internal troubles, World War I in 1914 found Russia wholly unprepared to fight a war. The government was weak and the morale of the citizens was at a low ebb. Russia suffered great casualties in the war.

In such turmoil it was too late to save the empire.

City workers and even peasants were hungry; bread riots in Petrograd and other centers were almost continuous. In January and February 1917 more than 1300 strikes took place in Russia.²

On March 15, the tsar abdicated. Schwartz and others describe the situation as follows:

Two revolutions broke out in Russia during 1917. The first, in March, replaced the tsars with a short-lived democratic government, headed for a time by Alexander Kerensky, as prime minister. This government was overthrown in November by the Bolshevik Revolution led by Nikolai Lenin. From that date, the history of Russia became what we now call the Soviet Union.³

Like the United States the Union of Soviet Socialist Republics is a land of many races of people. In both nations, diverse peoples and ethnic strains mingle and live side by side under one government. Most of the people of Russia are: (1) Slavs; (2) Finno-Ugrian peoples; (3) Turkic peoples;

¹Leinwand, op. cit., pp. 496-497.

²Harry Schwartz et al. ed., The Soviet Union (New York: Scholastic Book Services, Scholastic Magazines, Inc., 1962), p. 38.

³Ibid.

(4) Mongolians; (5) Tungus; (6) Paleo-Asiatics; (7) Caucasian peoples; (8) Iranians; and (9) Jews.

In spite of the fact that tsarist Russia did not develop an ideal educational system, the Soviet regime inherited an intellectual tradition, a respect for learning, and certain academic and scientific excellence. The minority of the population received an education which was considered to be good; university and higher scientific and technological training compared with the best available in Western Europe.

Education in the USSR by the Division of International Education provides this information on the Soviet educational system:

At the secondary level, the four prevailing types of State-controlled schools (gymnasias, pro-gymnasias, real schools, and commercial schools) were primarily designed to prepare a few students -- estimated by the Soviet Union to be 7 per cent of the school population in 1914-15, . . . for government service, for professional careers, or to impart a general "liberal" education without consideration for practical purposes or eventual pursuits. Factual learning was paramount with minimum attention given to integration of the pupil with his immediate environment.¹

Here the understanding that Soviet education was designed for the few is gathered and not for all boys and girls as in the United States. Then too, little or no effort was made toward preparing the pupils to live in his immediate environment as in America.

"Soviet policy precisely enunciates the function of education in the USSR: to serve the needs of the State. The State is preeminent. To its

¹Division of International Education, International Educational Relations Branch, Education in the USSR (Washington: United States Government Printing Office, 1959), p. 13.

full development every person is expected to contribute his best efforts as his primary obligation."¹ There again, it can be seen that education in the Soviet Union does not emphasize the development of the individual as in the United States.

Consequently, the historical background of the educational enterprise in the USSR conveys that the purposes of education are not the same as those in the United States. On the other hand, the levels of education in the two countries are somewhat similar. The kindergartens, primary schools, secondary, technical and schools of higher learning comprise the hierarchy of educational institutions of the Soviet Union.

American Educational Philosophy.---The philosophy of education in the United States is derived from the principles of democracy which have been emphasized in this research previously, and the theories of great educational leaders of America; notwithstanding the fact that there may have been European influences. Outstanding personalities in educational theories are: Francis W. Parker, G. Stanley Hall, and John Dewey, to mention just a few.

Francis W. Parker seemed to have had a life-long interest in education. He became a teacher at the age of sixteen.

After a period of service in the United States army, Parker spent two years in Germany studying the work of Pestalozzi, Herbart, and Froebel. Returning to the United States, he took charge of the schools of Quincy, Massachusetts. . . .² Here he emphasized activity and concentration.

G. Stanley Hall is associated with the theory which deals with

¹Ibid.

²S. E. Frost, Jr., Ph.D., History of Education (New York: Barron's Educational Series, Inc., 1947), p. 197.

psychology and the study of the life of the child. His educational principles are stated as follows:

1. The central interest of education must be in those learnings which serve the continuation of the race. The individual is incidental.
2. Emotions are more significant and fundamental than intellect.
3. In human development we see the story of racial development repeated. This recapitulation must control the steps in education.
4. Education should be based upon the growth of the child's nature and lead to a well-balanced whole.
5. Basic to a science of education are all the sciences which throw light upon human nature.¹

The principles which are advocated by Hall differ from those of the USSR in that child development receives little attention according to the Soviet philosophy of education.

John Dewey is another educational leader whose theory has served to implement the democratic ideals in the American philosophy of education.

Frost states Dewey's philosophy of education thusly:

Education is "the process of the reconstruction or reconstitution of experience, giving it a more socialized value through the medium of increased individual efficiency." As one faces a changing environment and makes adjustments to it, he re-constructs experience and learns. The end or aim of education is more education. The aim of education is within the process of education, not a termination of education. Thus education is growth, actual living. The school is a social institution and must be real for the child.²

Progressive education, the activity program, and the great mass of experimental education are also based on Dewey's philosophy of education.

¹Ibid., p. 198.

²Ibid., p. 199.

Dewey's theory of the social aim of education shows a contrast between the philosophy of education of the United States and the Soviet Union in that in the United States the aim of education is to prepare the individual to make adjustments to his environment and society. In Russia, the social aim of education is to develop the child for the perpetuation of the state.

Soviet Philosophy of Education.--Every educational theory is based on certain fundamental principles or basic assumptions derived from a particular social, economic and political philosophy. In the Union of Soviet Socialist Republics the philosophy of education is based on the idea of the perpetuation of the state and the Marxist theory of education.

Marxian materialism denies that man is a passive product of his environment and education, or that he is changed passively as a result of new modes of education. Marxism claims to establish a new mutual relationship between environment and education on the one hand and man the other.¹

Further, Shore describes the conditioning impact of environment and education upon man, thusly:

The changing man changes the changing environment and the educational processes that change him, and thereby becomes the changed man -- a process ad infinitum. Man reacts consciously to the conditioning forces of environment and education, and he continuously changes them by his action which is revolutionary in character.²

According to the Marxist theory, man's ideas and consciousness are connected with material activity and material relations. Changes in education are affected by revolution instead of criticisms of educational ideas.

¹Maurice Shore, Soviet Education, Its Psychology, and Philosophy (New York: Philosophical Library, 1947), p. 26.

²Ibid.

The Marxist theory plainly indicates that education is the handmaiden of politics. Marx once stated that:

In an intelligent social order, each child from the age of nine must, as an adult submit to the general law of nature and become a productive worker. In order to eat he must work; and work not only with his mind, but also with his hands.¹

In addition to the above explanation, the Marxist philosophy of education included:

First, intellectual education; second, physical education, such as given in the schools of gymnastics and military exercises; third, technical education which acquaints the child with the basic principles of all processes of production.²

The Marxist philosophy of education together with the idea of communist indoctrination form the groundwork for the present educational system of Russia.

Sociological Foundations of Education in the United States.--In America the social forces influence education and the educational enterprise. In keeping with the information from Social Foundations of Education by William O. Stanley and others:

The School is a Social Institution. As such, it seeks to do two things. First, it introduces the concept of culture, indicates the relationships between man's biological nature, and depicts, in general, the impact of the culture on both the individual and the school. Secondly it presents education and the school in their social context. Fundamentally, education is a function of the community -- a function which, in the primary sense, takes place through the participation of the young in its activities. Educationally speaking, the school is a secondary institution, supplementing the informal education of the community. Hence, it is responsible

¹Maurice Shore, Soviet Education (New York: Philosophical Library, 1947), p. 199. A Reprint from Marx, "Instrukzii delegatann" Works.

²Ibid.

for only those parts of the total educational function which have been delegated to it -- a delegation made necessary by the fact that, in more complex societies, deliberate, formal instruction is required in order to attain important educational objectives which cannot easily be attained merely through participation in the life of the community.¹

As a further explanation on the social foundations of education, Stanley and others interpret the "School and the Structure of the Community," thusly:

The information herein provided attempts to clarify the meaning, for education (in its broadest sense) and for the school, of four important elements of the social structure: (1) formal social groups, such as the organized interest group, the family, the classroom, and youth organizations; (2) social-class structure; (3) ethnic group structure; and (4) welfare levels. A discussion of the more important influences of these basic elements on the personality attitudes, and behavior of the individual appears.²

Thus, consideration of the social forces in the American society plays a significant role in setting up the objectives and aims of education.

Social Foundations of Education in the USSR.--In Russia as in the United States, it is agreed that education is a social process. However, in the Soviet the social functions of education must lean toward the doctrine of social materialism and serve the needs of the state. According to Marx:

In social production which men carry on they enter into definite relations that are indispensable and independent of their will; these relations of production correspond to a definite stage of development of their material powers of production. The sum-total of these relations of production constitutes the economic structure of society -- the real

¹William O. Stanley et al., Social Foundations of Education (New York: The Dryden Press, Inc., 1956), p. 6.

²Ibid.

foundation, on which rise legal and political super-structures and to which correspond definite forms of social consciousness, The mode of production in material life determines the general character of the social, political, spiritual process of life.¹

Seemingly, the educational aims must be set up for the fulfillment of such purposes.

Even the function of the family as a social unit in relation to education is to keep close ties with the political network. Bereday, Brickman, and Read state that:

The difference between Soviet educational theory and American educational theory is that the Soviet home must help instruct children in those values that the school deems important. The director gets his cue in maintaining good school-family relations from directives such as the following:

In our time, when there is a conflict with the vestiges of capitalism that still exist in people's minds, the significance of close contact of family and school is particularly important. The director ought. . .to propagandize among parents. . .Communist attitudes.²

The Political Organization in the United States.--The government of the United States is a federal system of government based on the United States Constitution. This type of government provides for the distribution of powers between the national government and the States. "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."³

McClenaghan gives the advantages of Federalism as follows:

Our federal system provides all of the advantages of local self-government for the States and, as well, the great strength which results from union. . . .

¹Shore, op. cit., p. 1

²Bereday, Brickman, and Read, op. cit., pp. 134-35.

³Ibid.

Local needs vary and the federal system gives consideration to the wishes of the people in the various States. The people are able to protect their liberties through representation in Congress. In such matters as religion, education, and voting -- subjects which produce determined sentiments -- the States can adapt their own laws to their own particular conditions.¹

Political parties exist in the governmental structure of the United States. "A political party can be best defined as rather loosely knit organization of many people which attempts to control government through the winning of elections."² The two major political parties in the United States are the Democratic and the Republican.

Further, McGlenaghan states that the functions of political parties are to:

1. Nominate candidates and present them to the electorate.
2. Select issues and present them to the electorate.
3. Inform the voters and stimulate interest in public affairs.
4. Act as a "bonding agent" to insure the good performance of their candidates.
5. Act as "watchdog" over the conduct of the government.³

These explanations should make it clear that the government of the United States rests on "the consent of the governed."

Governmental Machinery of the Soviet Union.--An understanding of the political structure of the Soviet Union aids in getting a perspective on how education is administered and financed.

The Division of International Education gives this description:

¹McGlenaghan, op. cit., p. 55.

²Ibid.

³Ibid., pp. 407-409.

The government of the Soviet Union is formally set forth by the Constitution enacted in 1936. The Communist Party -- the only party permitted to exist in the USSR -- controls and dominates Soviet society. Although members of the Communist Party comprise only about 3 per cent of the Soviet population, the influence of this minority is pervasive. Party membership is organized in a pyramid fashion: members at the base elect representatives to the organization at the next higher echelon, and so on until at the top a few key members form a powerful clique which determines and dictates Soviet plans and policies affecting life in the USSR. Party members at the lower echelons are responsible for seeing that the plans and policies are carried out by the people at large and are abetted in this task by the secret police.¹

It is important to remember that the Power structure is the Communist Party in the Soviet Union. This is no parallel to the political parties in the United States discussed previously.

A further explanation by the Division of International Education states:

Article 126 of the Constitution of the USSR defines Party members as "the most active and politically conscious citizens" united "to strengthen and develop the socialist systems." The Party is "the leading core in all organizations of the working people, both public and State". . . In general, high Party officials also hold the most responsible and important governmental posts.²

Although the USSR has a Constitution as does the United States, the two Constitutions do not make the same provisions for their people. In the Union of Soviet Socialist Republics:

Because so many members of the Soviet Government are subject to Party discipline and loyalty to the Party comes before any other loyalty -- Soviet Government is not in fact the mechanism for expressing the desires of the people despite constitutional declarations to the contrary. It is a device utilized by the Communists to subject the will of the many to that of the few.³

¹Division of International Education, op. cit., p. 9.

²Ibid.

³Ibid.

In addition, there are several types of ministries with varying functions, in the Soviet Union.

The major ministries for the country as a whole are those concerned with foreign affairs, foreign trade, administration of defense, the defense industry, communications, in short, international relations and those domestic affairs the Soviet Union considers to be most important.

The minor industries for the country as a whole are responsible for directing affairs such as public health, the food industry, higher education, culture, internal trade, justice, and light industry...

In each union republic there are ministries responsible for matters within the competence of the republic such as health, agriculture, and education below higher education level. Each of the union republics also has a council made up of its own ministers and representatives of autonomous republics within their borders and representatives of all union ministries.¹

This information provides some insight on the political organization of the Soviet Union.

Social Organization and Institutions of the United States.--The American society is made up of different ethnic groups and social classes. The social organizations correspond to the interests of the particular groups.

William O. Stanley and others state that:

Purposes and ideals held in common by some members of society but not by others account for the formation of other social groups -- churches, patriotic societies, or reform parties. Men and women of the same occupation band together to defend and promote their own welfare and the craft for which they stand. Labor unions, trade associations, professional bodies are groups of this sort.²

¹Ibid.

²William O. Stanley et al., p. 85.

Some examples of social organizations which are mentioned above are the YWCA and the YMCA, which are Christian organizations for young men and women; labor unions such as the United States Steel Corporation and the AFL-CIO; and professional organizations such as the National Education Association and the Georgia teachers and Education Association, and of course, there are the church organizations.

W. Lloyd Warner establishes the hierarchy of ethnic groups and social classes as follows:

Upper- upper	Lower- upper	Upper- Middle	Lower- Middle	Upper- lower	Lower- lower. ¹
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In the United States, however, individuals may move from one class to another through their achievements.

The family as a social unit has followed the trends and changes of the American society. Urbanization, secularization, economic factors, rearing and training of children, democratic relations within the family, and the trend toward companionship affect family living in the United States.

Social Organization and Institutions of Russia.---Soviet society, like its other organizations and institutions, is interwoven with the Marxist concept. The Marxist concept asserts that, "Classes result from the existence of private property in the means of production and exchange (such as factories, machines, railroads and banks) and that, when these are socialized classes will disappear."² The Soviet government has made efforts to perfect this ideal.

¹W. Lloyd Warner, American Life: Drama and Reality (Chicago: Chicago University Press, 1953), p. 162.

²Collier-Macmillan Library Division, op. cit., p. 29.

Though the traditional class distinctions have been removed other social distinctions have persisted in the U.S.S.R. and have tended to become sharper over the years. Perhaps the sharpest of these are the distinctions based on power. Between a poor woman who operates a government-owned vending cart and a member of the presidium of the Communist Party there is a difference in power far greater than that between persons in corresponding positions in the Western World, because unusually extensive power is concentrated in the hands of the ruling few. With that power goes privilege. The Soviet official can not amass or bequeath great wealth, but as long as he holds office he has access to many goods and services.¹

Further evidences which appear to show that a classless society does not exist in the Soviet Union are derived from the prestige and income attached to various occupations.

The ideal is a situation assuring equal prestige and remuneration to the ditch-digger and to the composer of symphonies; but reality is far from that ideal. Income distinctions are common; the director of a scientific institute earns more than ten times as much as a truck-driver or typist.²

Moreover, it is revealed that social organizations do exist in Soviet society, but they must come under the jurisdictions of the Party and the state.

Article 126 of the Constitution permits citizens to join "trade unions; cooperative societies; and the Communist Party." Those associations not expressly permitted are prohibited.

For young people of the Soviet Union there is a series of graded organizations. For those between the ages of eight and eleven there is the Little Octobrist organization. For those between the ages of ten and fifteen there is the Pioneer organization. For those between the ages of fourteen and twenty-six there is the Komsomol, "Communist League of Youth." The chief purpose of these organizations is to train Communists.³

¹Ibid.

²Ibid., p. 30.

³Ibid.

The Soviet policy toward family and marriage has changed from the traditional Russian family.

Before 1917 marriage in Russia was within the jurisdiction of the religious bodies, and the Russian Orthodox Church, and did not permit divorce. The family was a close group; and the authority of the head of the family was great. Women, by law and custom were consigned to an inferior position.

Initially the Soviet policy was to treat marriage as a civil contract, based on mutual love, dissoluble at the wish of the partners.

In December 1917, basic legislation was passed making civil marriage the only valid form and permitting immediate divorce at the request of either partner.

Equality of the sexes is recognized by the present, policy. By the law of 1944 divorce was made more difficult and the legal responsibility of parents for their children was increased.¹

According to information provided by the Collier-Macmillan Library Division, religion plays a part in the Soviet society.

The various religions exist at the sufferance of the regime and under the close supervision of the government. The Russian Orthodox Church operates under the direction of the government Council for Affairs of the Russian Orthodox Church, established in 1943.²

It is noted that social welfare gets attention in the Soviet Union and the United States.

Article 120 of the Soviet Constitution recognizes the right of citizens to old-age and sickness insurance. The insurance system for persons receiving wages is administered on behalf of the government by the trade

¹Ibid.

²Ibid.

unions. It is financed by the factories and other establishments of employment, payment to the insurance funds being based on the nature of the establishment and varying from 4 to 8 per cent of the payroll.

Employees are entitled to payments during disability resulting from illness or accident, to accommodations at sanatoriums and rest houses if space is available, and to old-age pensions. Men are entitled to pensions at the age of sixty after twenty-five years of employment covered by insurance; women are eligible for pensions at the age of fifty-five after twenty years of such employment.¹

At this point, it is believed to be well to make a comparison. In the United States the Social Security Act of 1935 made provisions somewhat parallel to those mentioned in the quotation above:

Among its many benefits to labor were (1) the effort to provide a system of old-age pensions to aged needy persons by federal grants equal to the amounts appropriated by the states, (2) a scheme for contributory old-age pensions to be paid for by an income tax on employees and a payroll tax on employers, and (3) an effort to encourage development of a federal state system of unemployment insurance through laws passed by the states, the money to be obtained through a payroll-excise tax paid to the federal treasury solely by employers.²

In addition, the United States there are the local welfare departments, and the United States Department of Health, Education, and Welfare which provide welfare services for the citizens of the United States.

Economic Systems of the United States and Russia.---Since capitalism and communism as economic enterprises have already been defined in Chapter I, only a brief comparison will be given here.

Relatively speaking, the economy of Russia has been undergoing a process of modernization since the launching of the first "Five Year Plan" in 1928.

¹Ibid.

²Faulkner, op. cit., p. 871.

The chart below gives a picture of the characteristics of competitive capitalism and communism.

ECONOMIC CHARACTERISTICS OF COMMUNISM AND CAPITALISM¹

Economic Factors	Competitive Capitalism	Communism
Ownership of Capital	Individual ownership, under constitutional guarantees dependant upon voluntary savings, investments of citizens' and credit reliability	State ownership of all tools of production
Incentives	Wages and profits in direct relationship to one's ability to compete in a free market	Chiefly patriotism, security, fear of police action, public acclaim, power and of public service some tendency to reward people in higher levels with material returns.
Competition	An inherent right established by custom and upheld by law. Determines efficiency, technological progress, prices and standards of living	Prohibited cooperation and State Planning enforced by State Police System.
Labor	Complete freedom of choice concerning place, kind, and amount of work	Amount and kind of work ordinary prescribed and compelled by the State
Management	Guided and directed by private businessmen. Dependent upon voluntary acceptance by customers, employees, and owners	State appointed party membership required. Authority backed by police action
Governments Relation to Business	Government's broad function is fostering individual freedom for initiative and productivity. Its restrictive function is one of prohibiting those acts that would injure the individual or curtail freedom	Government owns and operates all economic units. State ownership to be achieved by resolution and maintained by a "dictatorship of the Proletariat"

¹Kennard E. Goodman and William L. Moore, Today's Economics (Atlanta: Ginn and Company, 1957), p. 66.

COMPARISON OF EDUCATION IN THE UNITED STATES AND THE U S S R

Aims.--In the American democratic society the aims of education are directed toward meeting the social, political and economic needs and interests of the people. These needs and interests are given consideration by political and educational institutions. In the Union of Soviet Socialist Republics the aims of education must be geared to serve the state and the development of the Communist Party. For further reference on the aims of education see Chapter I.

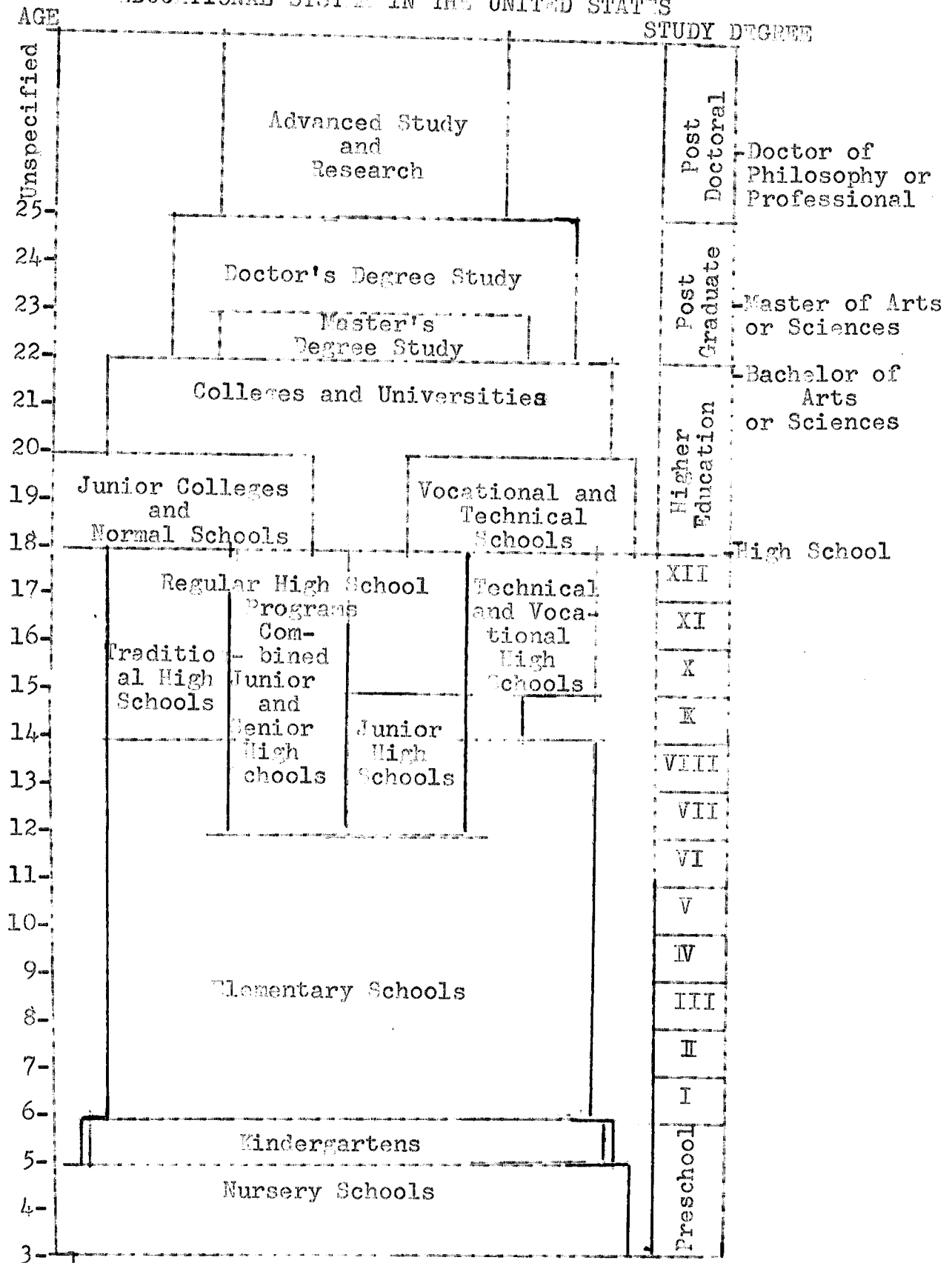
Types of Education in the U. S. and the U.S.S.R.--The organizational pattern of the American school system had been clearly established by the middle of the twentieth century. The types of education range from the kindergarten to the colleges and universities. The types of education in Soviet Union are somewhat similar. However, there are variations which will be brought out in the discussion which is to follow. The charts on pages 46 and 47 show the educational system in the United States at approximate age levels and by grade, type of degree awarded and indicate the broad outlines of the Soviet system at approximate age levels, preschool, primary; secondary, vocational, semi-professional; higher education and post-graduate and advanced degree programs.

Preschool Education in the United States and Russia.--Preschool education comprises the training or schooling of the kindergartens and nurseries.

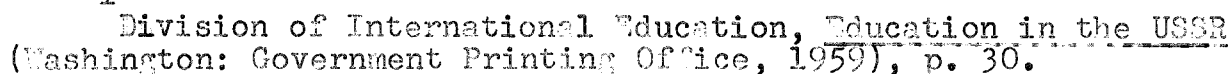
"The kindergarten for younger children below the age of six was introduced by Mrs. Carl Schurz in 1856."¹ Of course, this is for the United

¹
Ibid.

EDUCATIONAL SYSTEM IN THE UNITED STATES



Edmund J. King, *Other Schools and Ours* (New York: Rinehart and Company, Inc., 1958), p. 109.



States. The kindergarten, then, is a sort of articulation unit between preschool and elementary school.

According to Kandel:

The modern kindergarten places its emphasis on the development of good habits, training in cooperation with others, physical progress through a variety of activities suited to the children's stage of growth, and mental progress through a variety of experiences - play, story telling, music, rhythm, creative activities in art and manual work, and opportunities to develop a vocabulary and expression, which will promote a readiness for some of the more formal work of the grades.

From the point of view of organization kindergartens are either private and fee-paying or parts of the public school system in increasing numbers. Generally, the pupils are four or five years old, the lower being more in the private than in the public kindergartens.¹

This explains the function of the American kindergarten.

In addition, the nurseries are a part of the preschool organization in the United States. The nursery school provides for children from about the ages of two to four or to five or six.

Again, Kandel provides the following information on the nursery school in the United States:

In the United States the nursery schools were originally adopted as centers for psychological research into the physical and mental development of children. They were established in connection with high schools and colleges to train students in the care of children. Their further development came as a result of the declining size of families and the necessity of providing companionship for the lone child; their usefulness was also recognized as the number of women who continued their careers after marriage increased.²

The organization of the nursery school follows in many respects the same pattern as the kindergarten except for difference in the age of the

¹Ibid.

²Ibid.

children who attend them.

The nursery school has a greater responsibility for training of the young pupils in physical habits; for that reason the size of the group under one teacher is generally limited to fifteen. Because the children stay in the nursery school for a longer day than they do in the kindergarten, provisions are made for meals and rest periods. Otherwise the activities consist of play groups, training in healthful living and hygiene habits, music and rhythm, dance, dramatization, drawing and painting, and work with clay and wood.¹

Seemingly, preschool education in the Soviet Union correspond to many of the principles of those in the United States. The ages of the children who are cared for in the nursery school of the Soviet Union are below those of the United States. The Division of International Education gives the following report on the organization of preschool education in Russia:

The range of facilities in the U.S.S.R. in the preschool education category is sub-divided into two age levels. For children under three years of age there are the nurseries or creches. For those between three and seven there are full time and seasonal kindergartens, playgrounds, homes for the orphaned and homeless children, and kindergartens for the handicapped. Fees are usually required for enrollment in preschool institutions.²

In the United States nursery schools do not customarily take care of infants. It is noted that in the Soviet Union, children from 6 weeks to three years of age are included. The major function of the Soviet nursery is to render child care service.

Bereday, Brickman and Read report that:

The personnel include a doctor, and some of the staff

¹Ibid.

²Division of International Education, op. cit., p. 28.

have a certain amount of medical training. Hardly any educational work is done in these institutions. They are administered by the ministry of health in each republic.¹

The Soviet kindergarten has greater similarity to our nurseries in the United States which enroll children from ages 2-6. The ages of the children who attend Soviet kindergartens are from "3 to seven years of age."

It should be noted that even school training provided in the kindergarten has a political purpose as an end. "Although the fundamental purpose of the Soviet kindergarten is to achieve all-round development of children. . . such institutions should also be recognized as a means of providing mothers of young children with the opportunity to participate more actively in the 'productive governmental, cultural, and socio-political life of the Nation.'"²

Further, the order outlines the work of the kindergarten as follows:

1. To take care of the health and physical development of the child, providing him with nourishing food 3 or 4 times a day and plenty of exercise indoors and out.
2. To develop the general character of the child, his mental abilities, speech, willpower; to teach him painting, drawing, music, etc., and to take him on excursions.
3. To teach the child independence and self-reliance in looking after himself; to help him form habits of cleanliness, to accustom him to working and taking care of his belongings.
4. To teach the child to be organized in his work, to get along with both children and adults, to respect his elders, and to love his parents.

¹Bereday, Brickman, and Read, op. cit., p. 143.

²Division of International Education, op. cit., p. 43.

5. To instill in the child love of the Soviet homeland, its leaders, the Soviet Army, the rich resources of the nation.
6. To prepare the child for successful study in school.¹

There again, it may be said that similar activities are provided in American nurseries. Such habits, physical development, and patriotism are taught to nursery children in the United States.

Further, a source of information which parallels that above states that:

There are day pupils and boarding pupils in the Soviet kindergartens. Day pupils arrive between 7 and 10 in the morning, depending upon when their parents go to work. The boarders get up about 8 A. M.

Music is emphasized, drawing and language are also given, and play periods are provided.

In the Soviet kindergarten children begin their life-long process of communist orientation. Pictures on the walls include portraits of Soviet leaders. The musical games, songs, and poems they learn have to do with communist themes as well as fairy tales.²

Comparatively speaking, it is true that pictures of the President of the United States and American statesmen may also appear on the walls of the nursery schools in the United States. However, a contrast appears in that American nurseries do not usually include boarding pupils as the Soviet kindergartens.

Primary and Elementary Education in the United States.---In this research, the primary and elementary education has reference to grades 1-8, although there are other ways of organizing the levels of elementary schools.

The writer believes that elementary education should be the general

¹Ibid.

²Ibid.

foundation work and training upon which all of the rest of the educative processes of the child would rest. Nevertheless, the purposes of elementary education may vary according to authorities or organizations. The old concept may have been the mastery of the three R's. Frost says that, "This school was not planned to prepare a pupil for high school, but rather to give a common school education to the great masses of children."¹

Brubacher's conception of the purposes of elementary education includes:

1. Meaningful spiritual or religious experience of a non-denominational character.
2. The basic economic information and attitudes with which one would be lost in an industrialized competitive society.
3. Adequate and meaningful training for citizenship, for social responsibility.
4. Practical literacy in reading, writing, and numbers.
5. Opportunities for and encouragement of the development of sound habits for the use of leisure time.
6. Preparation for worthy home membership.
7. Practice and understanding of sound health habits.²

General and Primary-Secondary Education of Russia.--In considering the primary and secondary education of the Soviet Union, it is found that there is a variation in comparison to the educational ladder of the United States.

The general primary-secondary education program in the USSR concentrates within a 10-year course of studies about the same number of hours of instruction as are spread over 12 years in the public school systems of the United States.

¹ Frost, op. cit., p. 177.

² John S. Brubacher, A History of the Problems of Education (New York: McGraw Hill Book Company, 1947), pp. 292-299.

The standard regular primary-secondary school program in each of the Soviet Republics is for children between the ages of 7 and 18. It is divided into three stages which are not grouped into separate schools by educational levels as they frequently are in the United States. The Soviet schools are organized into 4-year or primary schools consisting of grades I through IV for children aged 7 to 11; 7 year or incomplete secondary schools consisting of grades I through VII for children in the age range of 7 to 15, including the junior secondary schools for ages 11 to 15; and 10-year complete secondary schools with grades I through X for children in the age range of 7 to 18.

Completion of the full primary-secondary school is prerequisite for higher education and advanced training.¹

Bereday, Brickman, and Read give further insight on the purpose of secondary education in the Soviet Union:

Secondary schools are the main testing ground of the quality of Soviet education. Here the majority of the students receive terminal training for Soviet production (though schools associated with factories often supplement this training). At the same time, this level of education supplies a substantial proportion of youth with a springboard to academic and professional careers.²

Secondary Education in the United States.--Secondary schools in the United States are those which are the junior high in nature, taking care of grades 7-8-9; and the senior high schools which include grades 10-11-12 or grades 9-12.

Lee states the purpose and functions of high schools as follows:

The earliest secondary schools were exclusively and entirely of college preparatory variety. These were followed by schools with a vocational emphasis. . .

The four basic functions of high school are summarized under the board headings of: terminal education, general

¹Division of International Education, op. cit., p. 29.

²Bereday, Brickman and Read, op. cit., p. 207.

education, preprofessional education, and what might be called personal development education.

Terminal education implies that the school experience marks the completion of formal training.

In the belief that one has a life to lead as well as a living to make, general education attempts to provide the balanced experience which will help make that life more meaningful.

Preprofessional education presupposes attendance at some higher educational institution.

Personal development provides those experiences which are designed to foster creative expression, esthetic appreciation, social or community responsibility, and individual initiative and self-confidence.¹

By way of comparison, it can be said that secondary education in the United States and Russia seeks to provide for general education, personal development, and preprofessional education; although the ends in the United States lean more toward the development of the individual than the development of the state as in the Soviet Union.

Higher Education in the United States.---In America today, the term, higher education, usually implies college and university training.

Commonly the term "college" refers to an institution concentrating upon undergraduate study. The college is concerned with programs leading to the various bachelor's degrees; bachelor of arts, bachelor of science, bachelor of education, music or divinity. The program usually requires a period of 4 years.

A university can be and usually is a collection of colleges. . . More often, as in the case of the great universities, it is a more or less integrated organization of colleges in various fields; colleges of agriculture, business, arts and sciences or education. Within these university colleges are schools and departments which reflect further refinement and specialization: schools of architecture, forestry, librarianship, departments of history, romance languages, or physical education.²

¹Gordon C. Lee, Education in Modern America (New York: Henry Holt and Company, 1957), pp. 163-165.

²Ibid., pp. 186-187.

Besides these functions of the university there are others which are significant in the educational program:

A University is more deliberately and directly concerned with professional or technical education than is the college.

And there is the necessary inclusion in the university organization of provisions for graduate study and research.¹

The period of training in the colleges is usually 4 years; in the universities the period of training may be from 5 to 6 years.

Higher Education in the USSR.--The USSR has its universities and schools of higher learning too. "Institutions of higher learning include the universities, technical institutes, and many other specialized establishments."²

The Division of International Education states that:

Higher education in the Soviet Union implies professional training in a basic field of knowledge. The course of study ranges from 4 to 6 years depending upon the field studied. Agricultural, socio-economic and teacher-training institutes have four year courses; universities and most other higher institutions have 5 year courses; engineering institutes have 5½ year courses; medical schools have 6 year courses.³

Soviet schools of higher learning have requirements for admission just as the United States, although these requirements may not be identical.

In the Soviet Union:

Admission to higher educational institutions is based on competitive entrance examinations, although honor students from senior secondary schools and technicums are eligible to be admitted automatically. Award of diploma follows a program of instruction which, depending upon the field, concludes with the student's

¹Ibid.

²Bereday, Brickman, and Read, op. cit., p. 303.

³Division of International Education, op. cit., p. 34.

defense of a diploma project or thesis - sometimes both. No degree is given.¹

Another similarity which may be pointed out in the area of higher education in the United States and the Soviet Union is that entrance examinations are given to students who are desirous of entering universities or colleges in the two countries. Then too, the thesis is required by some universities of graduate standards, of which the writer is well aware at this interval.

Vocational Education in the United States and Russia.--Vocational training is an integral part of the school systems of the United States and Russia. First, in the United States, the Educational Policies Commissions made the following report:

In recent years areas of learning in terms of vocational needs, interests and abilities have been integrated into the curricula of high school and special vocational and technical schools.

Vocational preparation includes education for industrial, commercial, homemaking service and other occupations leading to employment, apprenticeship, at the end of grade XII, XIII, or XIV. This may include a period of productive work under employment conditions, supervised by the school staff.²

In case of the Soviet Union, Bereday, Brickman and Read report that:

The Soviet educators have discovered just as we in the United States have discovered that a number of youths either have no desire or little or no aptitude for formal secondary schooling. It was suggested that such students might be given, after completing the 8-year school, trade training for three years in schools of three types.

The first would be schools for young workers or farmers attended while students worked in factories or on farms...

¹Ibid.

²NEA Educational Policies Commission, Education for All American Youth (New York: 1952), p. 14.

A more extreme proposal suggested that all students be forced into two or three more years of labor at the end of eight years of schooling.

A second type of school would be a general poly-technical establishment somewhat like the general schools with workshops. This school would be attached to an individual plant or to a state or collective farm where students would do part time work.

A third kind of secondary institution would be the technikum. Technikums are specialized schools in their own right, often attached to large enterprises. However, they would now provide a general and a technical education together with a specific technical skill. From these schools would be graduated skilled workers and technicians who could also go on to higher technical institutes.¹

This explains some of the provisions which are made for vocational education in the Soviet Union and in part makes a comparison to that of the United States.

Education for Exceptional Children in the United States and Russia.--

Programs for exceptional children are included in American and Russian school systems. In this study, exceptional children are referred to as the (1) deaf and hard of hearing, (2) blind, (3) mentally retarded and emotionally disturbed, (4) exceptionally bright, (5) artistically gifted, (6) those needing physical rehabilitation, such as the sick and crippled and (7) the homeless and orphans.

First, attention will be given to the gifted. The other groups listed above will only be mentioned in a general sort of way.

Education for the gifted is emphasized in the United States and the USSR. In the report of the Educational Policies Commission in 1950, the following statement appeared on the Education of the Gifted. "The democratic

¹Bereday, Brickman, and Read, op. cit., pp. 266-67.

ideal can be most fully attained when every individual has opportunity for educational experiences commensurate with his abilities and for vocational responsibilities commensurate with his qualifications."¹

In addition Kandel states the case for the "gifted:"

The need of discovering or developing able or gifted or talented pupils has been widely recognized. More recently the importance of doing so has impressed itself on lay and professional leaders in science, technology, and engineering because of reports of rapid expansion in the number of practitioners in these areas in Soviet Russia...

It is according to the national needs, not only for highly trained technological and scientific manpower but also for manpower trained in other areas of intellectual leadership, that are outstanding and so far as current high school education is concerned as ignored in theory, and inadequately met in practice.²

Since the date of this report, improvements have been made in these directions. Programs for the gifted have been set up in many of the high schools in the nation.

Educational programs for the other groups of exceptional children in the United States and Russia have been organized. In Russia, "these schools aim to provide general education and vocational training to the limit of the child's capabilities."³ Such institutions in the United States would have a similar aim. Moreover, it may be said that programs and institutions are provided in both countries for the blind, deaf, mentally retarded, those who need physical and rehabilitation, and the orphans and homeless.

¹NEA Educational Policies Commissions, Education for the Gifted (1950).

²Kandel, op. cit., p. 193.

³Ibid., p. 42.

Agencies Governing the Patterns of Education in the United States.--

In the United States, the agencies of education extend from the local level to the Federal government.

On the local control of education, Kandel states that:

Because of long established tradition, local areas (cities, towns, villages, rural districts, counties and consolidated areas) have been entrusted by the constitutions or statutes of their states with the responsibility of administering their own systems of schools in accordance with the state laws and the regulations of the state education authorities. . . . The people in each of the administrative areas have entrusted the administration of their educational affairs to school trustees or boards of education and their professional staffs.¹

The states possess administrative agencies of education also. Again, Kandel provides helpful information as follows:

State departments of education consist normally of the board of education and the chief state-school officer, a title which is replacing the earlier "superintendent of Public instruction," and their staffs.

The chief state-school officer is the executive officer of the board. . . . He has general responsibility for advising his board on policy, for supervising the public schools to ensure the execution of legal requirements, for nominating the members of his staff, for preparing the budget, for approving plans for school buildings, for issuing teachers' certificates, for promoting or approving plans for creating larger administrative areas by consolidation, for preparing reports and other publications, and for distributing the state school funds with authority to withhold them from districts that do not comply with legal requirements of the state.²

The county or city school superintendent of schools in the United States performs many of the same functions mentioned above on a local level.

¹Ibid., p. 42.

²Ibid.

but the responsibilities are not quite as extensive.

The Federal government lends support to the state and local school systems. The Office of Education, since 1953, a part of the Department of Health, Education and Welfare, was created "to aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."¹

Agencies of Education in the Soviet Union.--In theory administrative agencies of Soviet education are extended to the local level. Nevertheless, the state administers control from the top hierarchy of the Communist Party. In the United States, the Federal Government does not exercise such strict control over the educative process of the nation or its school system.

Bereday, Brickman, and Read provide the following information on the agencies of education in the Soviet Union:

Educational policy in the Soviet Union is determined by a relatively small group and is filtered down through succeeding larger administrative units until it is finally put into practice at the local school level. Modifications of the existing policy or innovations begin in the Central Committee of the Communist Party and are transmitted to the Council of Ministers of the Supreme Council of the USSR. for legal action. The Council of Ministers then issues instructions to the ministries of education in the fifteen republics of the Soviet Union.²

There are boards of education but they do not function as those in the United States. "Regional, territorial, city, and district boards of education administer primary and secondary education through local government units."³

¹Lee, op. cit., p. 284.

²Bereday, Brickman, and Read, op. cit., p. 109.

³Ibid.

Parallel to the information with further explanations, the Division of International Education states:

Levels of government concerned with education include the national Government, union and autonomous republics, local administrative units within republics, and administrative bodies responsible for different types of educational facilities.

Of importance in the administration of Soviet education is the surveillance maintained by the secret police on the political reliability of administrative personnel, teachers, students, and all others.¹

Further, the major governmental organs concerned with schools include:

- (1) The Union-Republic Ministry of Higher Education;
- (2) the ministries of education in the Soviet Republics;
- (3) The Chief Directorate of Labor Reserves under the USSR Council of Ministers with local branches subordinate to the republics' councils of ministers; and
- (4) the Union-Republic Ministry of Culture with subordinate ministries of culture in each of the republics.²

All agencies must conform to the wishes of the state for the further development of the communist ideal.

Content of Educational Experiences in the United States.---The task of curriculum building or the formulation of content offerings for the American school system has confronted the educators and statesmen throughout the history of this great nation. In this study, however, the writer seeks to give only some idea as to what the content offerings in the schools systems are at present.

Lee states that:

¹Division of International Education, op. cit., p. 20.

²Ibid.

It seems safe to suggest the following subjects: Grammar, Literature, Reading, Oral and written expression, Basic arithmetic, History, Geography, Civics or government, Nature Study, art,¹ Physical education, cooking, sewing, manual training.

Of course, recently, there is emphasis being placed on the new mathematics and science for elementary schools. In addition, club activities, creative dance, and other group activities are a part of the curriculum in today's elementary school system in the United States.

Unlike the Soviet educational system, the high school curricula in the various schools would not present a uniformed picture. "It is well-nigh impossible to generalize about the specifics of high school curricula, for the combination of local and state graduation requirements with the various prescriptions for college entrance means that there can be no genuinely typical pattern."² Generally speaking, most American high schools would include English, Literature, History, Government, Mathematics, Science and Foreign Language.

Kandel provides this information on the curriculum of the comprehensive high school:

The curriculum was expanded to include agriculture, home economics, and vocational studies; attention began to be given to such subjects as health, music, and art and their appreciation, and older subjects were integrated into general mathematics, general science, and social studies (history, geography, civics and economics).³

Most of us would note that special emphasis is being placed on mathematics, science, and technology. Physical education, club organizations, and other out of class activities help to make up the curriculum.

¹Lee, op. cit., p. 147.

²Ibid., p. 170.

³Kandel, op. cit., p. 145.

Content of Educational Experiences in Russia.--The school curriculum in primary and secondary education of the Soviet Union is almost uniform and controlled by the government. According to the Division of International Education:

The ministries of education implement decisions of the USSR Council of Ministers and the Communist Party through detailed curriculum instructions. Each course has its syllabus outlining the material to be covered and the reading assignments to be completed. There is no choice of subjects. Standardized textbooks and examinations are utilized to insure that each Soviet child will cover the same subject matter at a given level. Regional variations exist primarily in the teaching of language skills and in vocational orientation.¹

Before 1957, it seems that Russia placed a great deal of stress on science which was partially neglected by the United States. This contrast is brought in the quotation which follows:

The emphasis on science in Soviet schools contrasts sharply with the situation in the United States. Whereas the Soviet students graduating from secondary schools in June 1955 had taken courses in physics for 5 years, astronomy for 1 year, chemistry for 4 years, biology for 5 years and mathematics including arithmetic, algebra, geometry, and trigonometry for 10 years, less than a third of the American high school graduates had taken a year of chemistry, about a fourth had had a year of physics, and less than a seventh had taken advanced mathematics.²

The curriculum for grades I-IV in Russian schools
1955-1956

Russian grammar, reading, and writing, Arithmetic, Drawing, Singing, Physical Education, Practical work, History, Geography, Biology.³

History, Geography, and Biology began with the fourth grade.

¹Division of International Education, op. cit., p. 67

²Ibid.

³Ibid., p. 68.

The curriculum for grades V-VII in Russia
1955-56

Russian language and literary reading, mathematics, History, Geography, Biology, Physics, Chemistry, Foreign Language, Physical education, Technical drawing, Practical work in shop and agriculture, Drawing, Singing.¹

Note again that the teaching of physics began with the 6th grade. Chemistry and Technical drawing with the 7th grade. Drawing and singing ended with the sixth grade.

Curriculum for grades VIII-X in Russia - 1955-56

Literature, Mathematics, History, Geography, Biology, Physics, Chemistry, Foreign language, Physical education, Technical drawing, Practicum in agriculture, Machine construction and electrotechnology, Constitution of the USSR, Astronomy, Psychology.²

Biology and Geography are not given in grade X. The Constitution of the USSR, Astronomy, Psychology were taught only in grade X.

Emphasis on the sciences is carried to the higher institutions in the Soviet Union. This may also hold true for the United States presently. In Russia, the Academy of Sciences administers the network of scientific establishments in the Soviet Union.

Methodologies of Instruction in the US and USSR.--Methods of instruction in American schools have come as a result of an attempt to utilize the best of all varying methodologies in meeting the needs, interest, and abilities of the school population of the nation. Educators, school personnel, administrations, staffs, and teachers have sought to make the best use of the traditional subject-matter and lecture methods as well as the modern progressive activity and child centered methods.

¹Ibid., p. 69.

²Ibid., p. 70.

Lee, in his book, Education for Modern America, states that:

Few would deny that each approach, subject-centered society centered, child-centered, - represents much value indeed, each contains essential elements for the promotion of democratic living.¹

In setting forth the purposes of education in Chapter I, additional explanation on methods is included.

For consideration of methods of instruction in the USSR, the Division of International Education cites the following:

The class lecture is the principal teaching method. Although lesson plans vary with different subjects, the lesson form commonly followed consists of: (1) review of old material and introduction of new material; (2) elaboration of new material and drill; (3) repetition; (4) examination and verification of student grasp of new material; (5) explanation of homework assignment and instructions for carrying it out; and (6) summation of new material, including its integration with the overall subject. Depending on the subject, lesson is supplemented with classroom excursions to agricultural, industrial, and construction sites, with laboratory and field work, and with organized extra-curricular activity.

Emphasis is placed on training pupils to listen attentively, accept what they read and are told, and repeat what they have been assigned to learn in a logically and grammatically correct written and oral form. Repetition accounts for an estimated 20 per cent of class time.²

In America, efforts have been made to minimize the method of memorization, but in Russia, it seems to be a definite part of the teaching process. "According to the Soviet educators, time spent on memorizing does not handicap the pupil because there is no alternative way to master a foreign language, fundamentals of science, historical events, geographic data, mathematical formulas and so on."³ Another comparison which shows some

¹Lee, op. cit., p. 151.

²Division of International Education, op. cit., pp. 61-62.

³Ibid.

resemblance to American methods of teaching is the idea of field trips in connection with classroom work. Then too, students are taught to listen attentively, but Americans do not go so far to the extreme as the Russians.

The following quotation bears witness to this:

The degree of spontaneity found in the American classroom is not present in the USSR. Pupils in Soviet schools have little opportunity for debating and resolving issues. Children sit two by two in rows of double desks facing the teacher and the blackboard. The atmosphere is formal; the pupils rise when the teacher enters and leaves and when they recite.¹

Another difference in the Soviet school program in secondary education and the secondary school program of the United States is explained as follows:

At the end of their tenth year of primary secondary schooling, Soviet boys and girls who have received marks in grade X of "3" (passing) or better for each subject, and no less than "5" (excellent) in behavior, are eligible to sit for the State matriculation examinations covering the work of grade X and the essential topics studied in previous grades. Those who successfully pass these month-long comprehensive examinations (about 90 per cent according to the Soviet press reports) are awarded a matriculation certificate (somewhat the equivalent to the US high school diploma).²

In discussing agencies of education previously, the writer pointed out the fact that there are local boards of education in the Soviet Union. It is felt that the following excerpt from Bereday, Brickman, and Read is very close to methods of instruction in that it reaches down to the local school directors and teachers:

Unlike the members of most boards of education in the United States, Soviet board members are appointed. Both the chairman and members of the city board of

¹Ibid.

²Ibid., p. 90.

education are appointed by the executive committee of the city soviet. The city board in turn, appoints members to the district board of education. The district boards appoint their inspectors (who are usually ex-teachers). They also appoint teachers usually with the help of school directors.

The chairman of the city board of education appoints the director of schools and his assistant director.¹

In the opinion of the writer, the school directors serve the purpose which is similar to that of the school principals in the United States. Seemingly, the assistant director may be compared to the assistant principal. According to Bereday, Brickman, and Read, the school directors and assistant directors perform the following administrative duties:

The director of the school heads all of the educational training and administrative work in his school. His chief tasks are to organize teaching personnel, to work effectively with school organization, to study and analyze the work of teachers and pupils, and to discover and rectify shortcomings in the educational program. The assistant director schedules classes and teachers.²

Building Facilities and Equipment in the United States and the Soviet Union.---Modern buildings and school facilities are provided for the American school system by the local, state, and federal governments. The construction of modern, well-equipped public school buildings has increased very rapidly in the past decade. Pertaining to this matter:

There are about 160,000 elementary and 30,000 high schools in the country. The suggested worth of the land and buildings can only be guessed at, but \$10,000,000,000 is probably a low estimate.

Despite this tremendous investment, we have a critical nation-wide shortage of schools and classrooms. The United States Office of Education reports that sixty per cent of the nation's classrooms are overcrowded and

¹Bereday, Brickman, and Read, op. cit., pp. 115-16.

²Ibid.

that one of every five pupils attends school in a building that does not meet even minimum fire safety requirements.¹

This means that some pupils in the United States must attend school in shifts and in overcrowded conditions as in Russia.

The National Defense Education Act of 1958 made provisions for facilities in science and foreign language. The section of the act dealing with such teaching aids states that:

\$300,000,000 goes for matching grants to the States for scientific teaching aids. A fund of \$61,000,000 is to be used to subsidize the teaching of Russian and other little-studied languages.²

Turning to the Russian school buildings and equipment the Report of the First Official U. S. Education Mission to the U. S. S. R. provides the following information:

Most Soviet school buildings are multi-story and similar in design. By our standards, they are drab and unattractive. They are, however, of solid construction and have a moderate amount of space, though not as much as we would consider adequate. In rural areas each school has a garden plot considered as a part of the school facilities; in urban areas most schools have green houses. . .

Soviet leaders and citizens appear to have assigned values various aspects of life and have decided in which areas they want or need to concentrate on quality. In education they consider laboratory equipment and teaching aids as highly important. We were impressed with the abundance of equipment - charts, maps, three-dimensional teaching aids - and by the quality and quantity of laboratory and shop facilities.³

For further detail on the buildings and facilities in Russias, the source, Education in the USSR, gives this description:

¹McClenaghan, op. cit., pp. 626-27.

²Ibid., p. 631.

³Report of the First Official U. S. Education Mission to the U.S.S.R., Soviet Commitment to Education (Washington: Government Printing Office, 1959), p. 27.

The Soviet press reports that the majority of Soviet children attend school on a shift basis, because of the lack of classroom space which was intensified by war destruction. The schedule is generally arranged so that pupils in grades I-IV study in the morning shift from 8 a.m. to 12 or 1 p.m., and grades VII and X, from 8 a.m. to 1 or 2 p.m. The afternoon shift, which starts at 2 and runs until 7 or 8 p.m., is usually composed of grades V, VI, VIII, and IX. The children attend school six days a week.

Soviet schools vary from the small wooden 1- or 2-room country school on a collective farm to the ¹ multi-storied brick structure in an industrial town.

Financial Support of Education in the United States and Russia.--

In the United States, financing of education rests with the tax-payers, local, state, and national governments. Schools, colleges, and universities may be private or state supported.

"Public school expenditures now run over \$18,000,000,000 a years."²

This is for the United States. Besides local taxation, the states as a whole share in the burden of the cost of the public schools. In addition, there is Federal aid to education. The National Education Defense Act of 1958:

Provides for a four year \$887,000,000 aid program. Its main object is to promote scientific teaching and language education, especially at the college level - rather than aid the states to meet their general school needs.

One third of the money (\$295,000,000) goes for long-term, low interest loans to bright needy college students studying to become scientists, teachers or linguists; an additional \$60,000,000 is available for graduate fellowships. . .

Another \$60,000,000 is intended to aid the States in providing vocational training in vital defense skills; and \$88,000,000 is ear-marked for aid in teacher training in counselling and career-testing work.

¹Division of International Education, op. cit., p. 87.

²McClenaghan, op. cit., p. 628.

A \$23,000,000 program for research on visual aids and improvement in the collection of education statistics was also established.¹

In terms of expenditures in figures, comparing the financing of education in Russia and the United States is hardly possible because of the existing variations on the meaning of education in the two countries. However, the Division of International Education presents pertinent facts relating to the financing of Soviet education. The Committee states:

The meaning of the term "education" differs between the two countries. Funds for education in the USSR come under the division of the planned budget which is for "health and educational-cultural activities and social services," regardless of the national, republic, or other governmental channel through which monies are to be distributed.²

Correspondingly, the Division of International Education gives further enlightenment on the contrast of educational expenditures in the two countries:

In contrast to the USSR data, "education" expenditures compiled by the US Office of Education include only expenditures relating to schools and institutions of higher learning. Funds planned for physical education in the USSR are provided under the portion for "health" not for educational-cultural activities. The training of teachers of the USSR according to the philosophy of Marx, Lenin, and the party is not an educational item. Its cost is borne by the Communist Party. In the US the cost of physical education is a part of the educational expenditures. The financing of teacher training for teachers of American history in no way differs from that of teacher training in other subject matter fields.³

On the subject of taxes and private institutions in Russia, it is revealed that, "Taxes are not levied specifically for educational purposes and there is no privately financed educational system."⁴ Here it is shown

¹Ibid.

²Division of International Education, op. cit., p. 24.

³Ibid.

⁴Ibid., p. 25.

that a dissimilarity exists in the financing of education in the two countries.

The Promises of Education in the United States and Russia in the Immediate Future.--The United States of America, through its political, economic, social and educational institutions, has developed a country with the highest standard of living in the world. This progress has been determined largely by the program and arrangements of its educational enterprise which truly promoted the political, social, and economic advances.

While it may be true that the ideals of democracy are being threatened by totalitarian ideologies, recognition of the worth and dignity of the individual has brought about the realization of an educational system which American citizens and others as well deem as the most progressive in the world. "This has taken place despite the absence of a central administrative authority such as is found in most other countries to prescribe the aims, organizations and standards of education."¹

Even though Soviet scientific and technological developments have been obviously displayed in space development, the faith in the intellect of the American mind gives the hope of meeting this great challenge. Then, too, it may be said that scientific developments alone cannot solve all international or domestic problems. Human and diplomatic relations between individuals and nations are also of great significance.

Counts states, in this connection, that:

The fact has been stressed over and over again in the American press during the last 2 or 3 years that Soviet vocational, technical and higher schools at the present time are graduating each year two or three times as many specialists of the several grades as the corresponding institutions in the United States... Comparative data on graduation from schools and colleges may

¹Kandel, op. cit., p. 224.

not provide a wholly accurate measure of the achievements of the two countries. In general cultural standards the Russians still lag behind the advanced countries of the West. As a consequence, many Soviet youths have had to learn in schools technical skills and knowledge which a child reared in a modern industrial society acquires in the process of growing up amid machines and in a culture marked by a high general level of technical and scientific knowledge and skill.¹

It seems logical that the promises of education in the United States in the immediate future would reflect:

1. Concerted efforts to meet the challenge of scientific and technological skills and advancements.
2. Improved social, cultural, and economic standards of the nation as a whole.
3. Improvements in organization and administration of the educational systems throughout the United States.
4. Construction and improvement of buildings and facilities to implement the educative process of the nation.
5. Enhanced programs of research in industry and education.
6. Increased knowledge of foreign languages.
7. Love and respect for the democratic ideals and the American way of life and maintenance of the greatest of all cultural and educational institutions in the world.
8. An educational program geared to the needs, interests and abilities of all American citizens.

Russia, like the United States, has a strong faith in its political, economic, and educational institutions and organization. The great strides and progress in education which have been exhibited by Russia in recent years have not gone unnoticed. Thus, the Russians laud this progress with pride and make predictions for the future. Once again, it is noted that the system of education in Russia is controlled by the State.

¹Counts, op. cit., p. 291.

Counts makes the following statement regarding the Soviet system of education:

The Soviet system of education in all its departments and forms, is charged not only with the inculcation of loyalties to country and party, but also to the fixing of belief regarding the nature of the universe and the destiny of man.¹

Seemingly, the promises of education of Russia in the immediate future are:

1. The enunciation of the functions of education to serve the needs of the state.
2. Indoctrination of the world to Communism.
3. The mastery of latest science and technology.
4. A program of "mass education."
5. Promotion of the study of foreign languages.
6. Continued improvement of school buildings and facilities.
7. Preparation of individuals for the productive economy as a weapon of the Communist Party.
8. The spreading of propaganda which distorts a true picture of the United States and idealizes the Communist regime of Russia.

Interpretative Summaries.--Pertinent information relating to the patterns of education in the United States and the Soviet Union discloses significant similarities and differences in the educational program and arrangements in the two countries.

Philosophy -The educational enterprise of the United States is based on
and the democratic ideal and places emphasis on the development
History of the individual. The educational enterprise of the
Soviet Union is based on communism and places emphasis on
the development of the State.

¹Ibid., p. 304.

Educational leaders in the United States, such as Francis Parker, G. Stanley Hall, and John Dewey, have formulated educational philosophies and theories which implement the democratic ideals. These theories advocate the social and psychological development of the child. In Russia child development receives little attention according to its philosophy of education.

According to the Marxist philosophy of education, intellectual education, physical education, social and economic education must serve the State through the endocrination of Communism for the perpetuation of the State.

Education has a nationalistic conception in both countries.

Social Foundations	Society in the United States and Russia is made up of diverse strains and ethnic groups. Social classes prevail in the United States. Evidences show that class distinction exists in the USSR, though an effort has been made to develop a classless society based on the Marxian concept.
Aims	The educational system in the United States and Russia claims to be designed for "mass education."
	The social aim of education in the United States is to prepare the individual to make adjustments to his cultural and social environment; in Russia, the development of a communist society.
Economic-Organization	The economic system of the United States is capitalism, under which the major productive industries are controlled by private individuals. The economic system of Russia is communistic in which the major productive industries are controlled by the State.
	Welfare programs for the aged and needy and unemployment benefits are given consideration both in Russia and America.
Types of Education	Types of education in the United States and Russia range from the nurseries and kindergartens through primary, (elementary), and secondary education to colleges, universities and schools of higher learning.
	The 10-year school in Russia corresponds to the 12 year school in America.
	Vocational education is provided in the United States and Russia.
	Education for exceptional children is provided in the two countries.

Political-Organization - A Constitution as a system of basic laws exists in both nations, but the Russian Constitution does not give such freedoms and liberties as the Constitution of the United States.

Agencies- The governmental structure of the United States provides for local, state, and federal agencies of education. In the Soviet Union, education is controlled by the State.

Boards of education exist in both countries. The boards of education in the United States are more autonomous. The Russian boards of education must follow the plans outlined by the Communist Party.

Methods - The lecture method is the principal teaching procedure in Russia. In America, activity programs and methods centered around the interest of the learner are utilized. Memorization is maximized in Russia and minimized in America.

Comprehensive examinations are administered by the State in the Soviet Union at the end of the 10-year schooling. This is not so in the United States.

Entrance examinations are required of students desirous of entering colleges and universities in the two countries.

School directors of the Soviet school serve somewhat in similar capacity as the school principals of the United States.

Content- Courses of study vary in the United States and Russia. Science and mathematics have received more emphasis in the Soviet Union in the past years. Recently, the United States stresses science, mathematics and technology.

There are school clubs and other activities which are not a part of the regular classwork in both countries. In the United States pupils are permitted to make choices; in Russia choices are made for the pupils.

Buildings- and Facilities - Buildings seem to be more inadequate in the USSR than in the US, notwithstanding the fact that we have some poor school buildings and overcrowded classrooms.

Teaching aids and laboratory equipment are being stressed by both nations.

Financial Support - The meaning of the term "education" differs in the two countries. In the United States all school programs come under the term education and are financed as such; whereas, in Russia, some phases such as physical education come under health, and History of the Soviet Union is an expense

assumed by the Communist party. Educational finances for education is a part of the State budget in Russia; local, state, national and private funds finance education in the United States.

Assimilation Charts 3 and 4 pages 77 and 78 present a crystallized resume of the significant facts and trends pertinent to the school systems of the United States and Soviet Russia as revealed throughout this research.

CHART III

ANALYSIS SHEET DISSIMILARITIES

PATTERNS OF EDUCATION OF THE UNITED STATES AND RUSSIA

AIMS	Development of the Individual - US Development of the State - Russia Endocrination of Communism - Russia Promotion of the principles of Democracy - United States
TYPES	Vocational training for specific type of work needed by the State - Russia Vocational training with diversified occupations, individual choices - United States
CONTENT	Elective subjects - United States Non-elective subjects - Soviet Union Primary-secondary subjects and textbooks uniform and standardized - Soviet Union Subject matter and textbooks vary in different schools in the United States
AGENCIES	State controls local agencies - Russia Local, state agencies autonomous - United States Federal government cooperates with local, state agencies in the United States

ORGANIZATION	10-year secondary school - Russia 12-year secondary - United States Academy of Science-separate institution- Soviet Russia Integrated with college and university Offerings-United States Secret police force to check on school Administration and teachers to assure practice of Communism Does not exist in the United States
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METHODS	Lecture and memorization principal teaching procedure in the Soviet Union Memorization minimized in America Strict discipline - Soviet Union Self-control, social intelligence - U S Encouragement of free expression, activity learning experiences in accord with in- terest of learner - United States Controlled activity and class experiences- Russia Administration of State Examination at end of secondary school, USSR, does not exist in US; 6-day school week-USSR, 5-day school week-US
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BUILDING FACILITIES	More modern American school buildings with attractive classrooms Unattractive, drab, classrooms-Russia Russians capitalize on teaching aids and equipment Moderate teaching aids and equipment-US
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FINANCIAL SUPPORT	Financing of education is assumed under educational expenditures - US Private, tax supported schools-US State budget for education, Russia Physical education financed under health Russia History of the Soviet Union, expense of the Communist Party
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CHART IV

ANALYSIS SHEET
SIMILARITIES

PATTERNS OF EDUCATION OF THE UNITED STATES AND RUSSIA

AIMS	Nationalistic conception of education Mass education
TYPES	Free, universal, compulsory education, General and professional education Physical training Vocational training Special programs for exceptional children
CONTENT	History, Government National language Foreign language Science Mathematics
AGENCIES	National agencies Local boards of education
ORGANIZATION	Preschool education (nurseries, kindergartens) Primary and secondary schools Technical schools Colleges and universities
METHODS	Lecture Subject matter College entrance examinations Russian school directors and American school principals administrative heads of the local schools
BUILDING FACILITIES	Inadequacy of school buildings Overcrowded classrooms Teaching aids Laboratories
FINANCIAL SUPPORT	National Financing of education

CHAPTER III

SUMMARY AND CONCLUSIONS

Rationale.--The United States of America is a land of democracy, rich in the traditions of freedom and respect for the individual. The teaching of this American heritage is the responsibility of the schools. Furthermore, a better understanding of American traditions and values provides the soundest basis for examination of the basic issues that are at stake in this world struggle between individual freedom and totalitarianism.

To defend our American way of life, it is essential to examine the framework of its freedom, look around the world it has inherited, become acquainted with conflicting ideologies and then make knowledgeable comparisons. The greater awareness American citizens have of communistic doctrine and purposes, of the functions and organization of the Communistic educational enterprise; as well as the advantages offered by our own democratic government, its traditions, ideals, and educational institutions, the deeper will be our loyalties to our government and American way of life.

"American interest in the Soviet school system soared with the first Sputnik. The man in the street began to demand information about Soviet education. Even the intellectuals and professionals seemed to realize for the first time that they had been unaware of something important."¹

¹George Z. Bereday, William Brickman and Gerald Read., ed., The Changing Soviet School (The Riverside Press, Cambridge: Houghton Mifflin Company, 1960), p. 21.

Thus, teaching about Communism is one of the great issues in the area of the social sciences today.

The educational patterns of nations largely determine the political, economic, social, and scientific progress of their people. Today two great nations, the United States and the Union of Soviet Socialist Republics, are engaged in the struggle for world power. The educational patterns of both nations are closely associated with the existing political organizations prevailing in these countries. In the United States the educational system operates under a democratic form of government, while the Soviet system of education functions under Communism.

In considering the historical and philosophical foundations of education, the following excerpt from Wild's Foundations of Modern Education sheds light on the subject:

A study of the development of educational thought will lead to an evaluation of the educational ideas that have survived from the past...

A study of the history of educational thinking should help us to become intelligent thinking educational workers...

A study of the varied educational theories and changing educational conceptions helps us to become intelligently progressive in the selection of aims, subject matter, and processes of modern education...

The study of what great teachers have attempted and conceived as possible should stimulate us to complete their work and carry out their ideas under the easier conditions and more favorable environment today...

A study of the history of educational thought is an excellent approach to the study of the principles of social, industrial, and political reform.¹

¹Elmer H. Wilds, The Foundations of Modern Education (New York: Rinehart and Company, Inc., 1958), pp. 6-11.

This study was a comparative analysis of the similarities and variations in the educational programs and arrangements of the United States and Russia. The analysis entailed the historical, philosophical, and sociological backgrounds of the educational enterprises in the two countries; a brief view of the political, economic, social and educational institutions and organizations; agencies governing the patterns of education in the two countries; specific facets of educational arrangement; and the promises of the educational program and arrangements in the immediate future.

Evolution of the Problem.--"The launching of the Soviet satellite Sputnik (1957) was a great blow to America's pride. The space flight of Yuri Gagarin (1961) was another blow to Americans who had always felt that they were first in knowledge of machines and science and in methods of production."¹ More recently, June, 1963, the space flight of Russian Cosmonaut girl, Valentina Vladimirovna Tereshkova, made it even more obvious that America may not always be first. These Soviet scientific advances have created a great deal of interest in the Soviet school system. Realizing that this sort of progress is the result of education, a study of the Russian educational system was considered an important venture. It was found that a great amount of literature had been published on the comparison of the educational patterns of the two countries. More than that, "Because the Soviet Union is proud of its educational system, it makes more

¹Gerald Leinwand, The Pageant of World History (Boston: Allyn and Bacon, Inc., 1962), p. 505.

information about its plans and programs available to Westerners than it does about some facets of Soviet life."¹ This, along with the personal interest in an expanded knowledge on the subject prompted the researcher to examine literature and available records on the significant similarities and differences of the educational patterns of the United States and the Union of Soviet Socialist Republics.

Contribution to Educational Knowledge.--Educators on the national, state and local levels have given much attention to the revision of the curriculum and school offerings, particularly in science and technology, in the United States since the great challenge of Soviet education. In Ina Schlesinger's article, "Science Education Programs in Georgia High Schools," the following information was given:

High School Science Programs and qualifications of science teachers have gained public attention during recent years. Scholarships, stipends, and courses given by government agencies bear witness to the interest in the preparation of high school science teachers. This increased interest, however, has become the concern of almost everyone. Teachers, colleges, schools or colleges of education in universities, state departments of education and industry have viewed with scrutiny the status of our educational programs.²

It was believed that a comparative analysis of the educational patterns of the United States and Russia would provide valuable information for determining the course of education on whatever levels the findings

¹Division of International Education, International Educational Relations Branch, Education in the USSR (Washington: United States Government Printing Office, 1959), p. 2.

²Ina Schlesinger, "Science Education Programs in Georgia High Schools," School and Society (Education's National Biweekly, April, 1963), pp. 167-68.

could be utilized. For it is through comparison that the strengths and weaknesses of both educational programs can be observed and analyzed.

Statement of Problem.--The problem in this study was to determine the significant similarities and differences in the educational patterns in the United States and Russia guided by varying political systems, democracy and communism, and to identify the educational implications of these two countries for the future. It was realized that no simple, permanent, and miraculous answers would be obtained in comparing the educational patterns in a free society with those of a totalitarian or communistic society in the highly complex and frustrating world of the twentieth century. Nevertheless, the rising threat of communism necessitated study and research concerning the problem.

Purpose of the Study.--The major purpose of this study was to develop a comparative analysis of the similarities and differences in the educational program and arrangements of the United States and Russia.

More specifically, the purpose of this study was to compare and interpret for the United States and the Union of Soviet Socialist Republics their programs and arrangements characterized in:

1. The historical backgrounds of the educational enterprise in the two countries.
2. The philosophical framework of the educational enterprise in the two countries.
3. The sociological backgrounds of the educational system in the two countries.
4. The political, economic, social and educational institutions or organizations.
5. Agencies governing the patterns of education in the two countries.

6. Specific facets of educational arrangements in the areas of:

- (a) types of education
- (b) content of educational experiences
- (c) organizational levels
- (d) methodologies of instruction

7. The promises of the educational program and arrangements in the two countries in the immediate future.

Limitation of Study.--This study was limited to the accessibility of records, documents, and literature available on the subject. As it would have been a tremendous task requiring a period of several years, to do a study of the educational patterns of the United States and Russia in its entirety, the research included only information on the specified areas given in the purpose and procedure.

Definition of Terms.--The writer conceived the terms which are defined as follows significant to the study:

- 1. America is used interchangeably with the United States meaning the fifty states which make up the Union.
- 2. Democracy is that form of government in which supreme power rests in the people, in which the people rule.
- 3. Communism is that form of government in which a few rule, the Communist Party.
- 4. Union of Soviet Socialist Republics is the state formed in 1917 from the Russian Empire, embracing much of both eastern Europe and northern Asia.
- 5. Soviet is identical with USSR.
- 6. Bolshevik is the original name for the Communist Party of Russia.
- 7. Peasants are the class of Soviet citizens inferior to the great class of factory workers. They work on collective farms.
- 8. Bourgeois is the term which has reference to the Russian capitalists.

9. Proletariat refers to the working class of the Soviet Union.
10. Capitalism is an economic system under which the major productive industries are owned and operated by private individuals for profit.
11. Communism is an economic system in which all wealth is owned and controlled by the State.
12. Authoritarian is the term which represents the Communistic Dictatorship.
13. Communist Party is the dominating political party of Russia.
14. Marxism-Leninism is the theory of a free classless society.
15. RSFSR is the Russian Soviet Federated Socialist Republic, the largest of the union republics, containing more than half of the Russian population and three-fourths of the territory.
16. Russia is used interchangeably with USSR.
17. Totalitarianism is a government of unlimited power or political authority resting with one person or with a very few persons.
18. Curriculum refers to all the educational experiences of the child, whether relating to subject matter or activities.

Locale and Period of Study.---This study, that is, the documentary research, was conducted during the summer months, 1962-63 at the Atlanta University Library. In addition, a portion of the research took place during the fall of 1962 and the winter and spring of 1963 in LaGrange, Georgia.

Method of Research.---The Historical Method of Research, utilizing the specific techniques of documentary survey and analysis, was used to collect the data requisite to the fulfillment of this research. The documentary research made it possible to put together in a logical way the

evidence derived from literature, documents and records, and from that evidence, conclusions establishing facts and offering sound generalizations with respect to the past and present were drawn.

Description of Materials.--The materials which were used in the collection of these data are:

- (a) Basal source books, books, monographs, periodicals, newspapers, and documents specifically pointing toward the educational enterprise of the United States and Russia.
- (b) Analysis sheet for categorizing and organizing data read.

The sources which are described briefly below are regarded as basal source books. George S. Counts, in his book, The Challenge of Soviet Education, gives an informational and well organized account of the educational enterprise in Soviet Union, and in some instances makes comparison to the educational system in the United States. The Changing Soviet School, edited by George Z. Bereday, William W. Brickman, and Gerald H. Read was considered one of the basal source books. This work is mainly a comparative treatise on the schools of Russia and the United States. The Foundations of Modern Education by Elmer Wilds provided a good source for comparing the historical and philosophical backgrounds and/or processes of the aims, types, content, agencies of education, and organization and methods of instruction in the two countries. On the political side, Kenneth Colgrove's Democracy versus Communism was a worthwhile reference. The Division of International Education also published a very good work relating to the comparison of education in the United States and the USSR, entitled Education in the USSR. Other sources such as monographs, periodicals, newspapers and documents contributed to the study.

The analysis sheet was used to organize, categorize, and systematize the comparative data, with reference to significant "organizational" and "theoretical" points of departure for the educational systems of the two countries. This organization of the data under headings of aims, purposes, types of education and other specific areas relative to the educational enterprises of both the United States and Russia, setting them up in a direct view simultaneously, enabled the writer to ascertain and interpret a more comprehensive picture of the problem.

Collection of Data.---The collection of data for this research included the activities which follow. A thorough survey was made of related literature, books, periodicals and documents which were found in the Atlanta University Library. While attending the NEA Convention which was held in Denver, Colorado in the summer of 1962, order blanks furnished from exhibition booths of publishing companies were secured for ordering materials relating to the subject. Free booklets and those of cost were obtained. The NEA Research Division furnished a bibliography on Russian education as well as one source book as requested. During the fall of 1962 and the spring of 1963 recent publications on Soviet education from the Scholastic Magazine Company were purchased for usage. These data were organized and presented for analysis, interpretation and comparison under the major captions of: (a) Aims; (b) Types; (c) Content; (d) Agencies; (e) Organization; (f) Methods; (g) Building facilities and equipment; and (h) Financial support. Conclusions and implications in compliance with findings were made.

Summary of Related Literature.---The related literature revealed significant similarities and differences in the educational patterns of the United States and the Union of Soviet Socialist Republics.

According to the Report of the President's Commission on Higher Education:

Education is an institution of every civilized society, but the purposes of education are not the same in all societies. An educational system finds its guiding principles and ultimate goals in the aims and philosophy of the social order in which it functions. The two predominant types of society in the world today are the democratic and authoritarian, and the social role of education is very different in the two systems.

American society is a democracy: that is, its folkways and institutions, its arts and sciences and religion are based on the principle of equal freedom and equal rights for all its members, regardless of race, faith, sex, occupation, or economic status. The law of the land, providing equal justice for the poor as well as the rich, for the weak as well as the strong, is one instrument by which a democratic society establishes, maintains, and protects this equality among different persons and groups. The other instrument is education, which, as all leaders in the making of democracy have pointed out again and again, is necessary to give effect to the equality prescribed by law.¹

Russia is a communistic country. The political, social and educational institutions are controlled by the state. Bereday, Brickman, and Read gave this explanation of the Soviet system:

The Soviet system is a methodical plan for the education of all systems. It stems from the confidence which can be traced back through Marx... that man, by the use of reason, can provide by legislation for all present and

¹Gail Kennedy, ed., Education for Democracy (Boston: D. C. Heath and Company, 1952), p. 3.

future social emergencies. Not only do the Communist believe that their party should have the power to legislate for social change: they also claim that it has the wisdom to determine what that change should be. Consequently, Soviet leaders claim to know what is good for everyone by way of education. By thus solving their philosophical problems they can concentrate on devising the best means to teach all Soviet citizens whatever they have decided to teach them.¹

From Collier's Encyclopedia came the following information on Marx's theory and Soviet education:

Marx's theory of dialectical and historical materialism taught that capitalism would be spontaneously overthrown whenever it reached the ultimate stages of development. Lenin modified these doctrines by insisting that the preparatory phases could be gone through much more quickly under the dictatorship of the proletariat than under "bourgeois" democracy. The Marxist theory promised a classless society.

Soviet education has followed the path common to all the country's cultural life. At first all conventional concepts were identified with the tsarist regime and stigmatized as "Bourgeois." Formal schooling was said to have been devised for the perpetuation of class distinction.²

Following the Bolshevik Revolution of 1917, the Soviet school system was organized in keeping with the Marxist-Lenin doctrine.

In spite of the great differences in philosophy and politics, there are areas of resemblance in the educational patterns of the United States and Russia. Today the Soviet educational system, like the American system, claims to be designed for "mass education." In addition the nation-

¹ Ibid.

² Collier-Macmillan Library Division, "Understanding the U.S.S.R.," Collier's Encyclopedia, (Reprint from Collier's Encyclopedia by the National War College, Washington, D. C., 1962), p. 34.

alistic conception of education has prevailed in the United States and Russia. Training for citizenship and patriotism exists in both educational systems. Education for the gifted is also emphasized in both countries.

Aims of education in the two countries were stated as follows:

It is commonplace of the democratic faith that education is indispensable to the maintenance and growth of freedom of thought, faith, enterprise, and association. Thus the social role of education in a democratic society is at once to insure equal liberty and equal opportunity to differing individuals and groups, and to enable the citizens to understand, appraise and redirect forces, men and events as these tend to strengthen or weaken their liberties.

In performing this role, education will necessarily vary its means and methods to fit the diversity of its constituency, but it will achieve its ends more successfully if its programs and policies grow out of and are relevant to the characteristics and needs of contemporary society. Effective democratic education will deal directly with current problems.¹

According to Elmer H. Wilds, these are the goals of education in a democracy:

1. To cultivate a deep regard for democracy and intelligent appreciation of democratic institutions.
2. To develop those qualities of character which are of special significance in a democracy.
3. To develop the willingness and ability to cooperate effectively in a democratic society.
4. To develop the ability to use the most effective and reliable methods in searching for truth as a basis for discovery and solution of problems.

¹Kennedy, op. cit., p. 2.

5. To develop the effective use of fundamental knowledge and skills required by all.
6. To insure an abundant, sound and individual life in accordance with each individual's capacity and ambition.
7. To provide training in the specialized and professional services which are requisite for society.
8. To plan for the continuous appraisal and readjustment¹ of the educational program to fit changing conditions.

George S. Counts also made it plain that Russia sees education as being indispensable for the maintenance and growth of its society:

Certainly the Bolsheviks, like their predecessors in the Russian tradition of revolution by a small organized and militant minority, have placed unsurpassed faith in the power of education.²

The aims of Russian education were stated as follows:

1. To equip pupils with knowledge of the fundamentals of the science of nature, society, human thinking and to develop in them a scientific outlook.
2. To ensure development in pupils of firm moral convictions; to implant in them boundless loyalty to their native land.³

In addition to these aims of Soviet education, "The introduction of free and compulsory general and technical education for all children up to the age of 17,"⁴ was established.

Education in the USSR by the Division of International Education provided valuable information on the aims, types, methods, organization, agencies of education and the financing of education in the Soviet Union with comparative views to the United States. Other sources followed the same trend of thought with some variations.

¹Wilds, op. cit., p. 576.

²Counts, op. cit., p. 45.

³Dubrovina, op. cit., p. 13.

⁴Harper, op. cit., p. v21.

Summary of Findings.---The results of this research show significant similarities and differences in the patterns of education in the United States and Russia. The significant differences are:

1. Educational philosophies differ in the two countries; the United States has a democratic philosophy of education; Russia has a communistic philosophy of education.
2. Social institutions in the USSR function for the development of the State; in America social institutions provide cultural growth and enrichment of individuals in making adjustments to their environment and the American society.
3. The aim of education in the United States is the development of the individual to his potentials; in the Soviet Union the ultimate goal is the development of the State.
4. In the Soviet Union most economic wealth is owned and controlled by the State; In the US economic wealth is owned and controlled by private individuals.
5. Education is controlled by the State in Russia. In the United States the agencies of education are private, local, state, and national.
6. The secondary school of Russia is a 10 year institution. Secondary schooling in the United States terminates at the 12 year period.
7. Courses of study vary in the United States and Russia. Biology, Chemistry, Physics and other advanced science courses are offered on lower levels of education than in the United States.
8. The Academy of Science is independently organized in the USSR. In America science offerings are integrated with college and university curricula.
9. Lecture and memorization are principal teaching procedures in the Soviet Union; they are minimized in the United States.
10. Strict discipline is a must in the Soviet schools. The United States relies on self-control and social intelligence.

11. The American pupils have choice of elective subjects, Subjects in Russian schools are non-elective.
12. There is the 5 day school week in America. In Russia the school week is a 6 day period.
13. School buildings in Russia appear more inadequate and classrooms are less attractive than those of the United States.
14. There are private and tax supported American schools. Education is financed by the state budget in Russia.
15. Physical education and History of the Soviet Union are not financed by the budget for education in Russia. Physical education is financed under health and History is an expense of the Communist Party in Russia. In the United States financing for education covers all educational programs.
16. Comprehensive examinations are administered by the state in the Soviet Union at the end of secondary schooling. This does not occur in the United States.
17. Subject matter and textbooks of primary-secondary schools are uniform and standardized in the Soviet Union. Subject matter and textbooks vary in different schools in the United States.
18. There is the secret police organization in the Soviet Union to check on school administration and teachers to assure the practice of Communism.
19. A degree is awarded at the completion of college training in America. A diploma is awarded in Russia.

Significant similarities of the educational enterprise of the United States and Russia are:

1. The United States and Russia have a nationalistic conception of education.
2. The educational program and arrangements in the two countries claim to be designed for mass education.
3. The levels of education in the two countries comprise pre-school education, primary, (elementary) secondary education, technical schools, and colleges and universities of higher learning.

4. Vocational education is an integral part of the educative process in the Soviet Union and the United States.
5. Free, universal, compulsory education is stressed in both nations.
6. There are special programs for exceptional children in the two countries.
7. There are inadequate buildings and overcrowded classrooms to some extent in Russia and America.
8. Society is made up of different racial groups and classes in the two nations.
9. Boards of education exist in the two countries.
10. School directors of the Soviet Union serve in similar capacity as American school principals.
11. College entrance examinations are administered to students desirous of entering colleges and universities in the United States and Russia.
12. Teaching aids and laboratories are important to class instruction in both countries.
13. History, Government, the national language, foreign language, Science, and mathematics are usually a part of the school curricula in the United States and Russia.

Conclusions.--From the analysis and interpretation of findings the following inferences are made:

1. The historical, philosophical, and sociological foundations of education, along with the political organization, from which educational theory, programs, and procedures have evolved in the United States and Russia are different. The educational enterprise of the United States is based upon the principles of democracy while the educational enterprise of the Soviet Union is operated within the framework of Communism.
2. The economic institutions function in relation to the political organizations of the two countries. Capitalism is the economic system of the United States and Communism is the economic system of Russia.

3. Large numbers of children of a variety of races, cultural and socio-economic status comprise the school populations in the United States and the Soviet Union.
4. In the United States wherein the Constitutional Representative democracy guides the educational enterprise, the development of the individual is the ultimate goal of education. Freedom of opportunity to choose a life's work according to interest and abilities is cherished.
5. The Russian educational system is controlled by the State through the Communist Party. This One-Party State capitalizes on minority group control. The Communist Party consists of about 3 per cent of the population. It establishes direct and indirect control of education, through the mechanism of centralized power from the top. In the United States education is controlled through local, state, and national agencies.
6. Soviet education is operated on a planned budget made by the State. These expenditures do not cover Science and History of the Soviet Union. Educational expenditures of the United States involve all schools, educational programs and organization.
7. Levels of education in the United States and Russia consist of preschool training in nurseries and kindergartens, primary, (elementary) secondary education, and training in technical schools, colleges and schools of higher learning.
8. The general primary secondary school has a prescribed 10 year, 6 day week program in the Soviet Union. The program of studies is subordinated to the interest of the formation of a communistic society. The curriculums of the elementary and secondary schools of the United States have prescribed and elective courses extending over a 12-year period, 5 days a week. The program of studies is designed to develop individual and group activity which contribute to their welfare and society as a whole.
9. In Russia extra curricular activities are centrally controlled and integrated with the primary-secondary curriculum for the benefit of the State. These types of activities in the United States are centered around the interests of the pupils.
10. The Communist Party of the USSR decides the skills needed for production in the Soviet economy. Students are expected to interpret their studies in school in concurrence with the Communist view enunciated by the State.

11. Specific courses in the fundamentals of the political doctrine are required. Natural sciences and mathematics are greatly emphasized.
12. Students in the USA are free to explore the various vocational and professional fields. According to their capacities, they are free to elect any field of employment in which they can meet the technical requirements; they may change their individual jobs or positions and shift from one field to another with their own interests and desires. They are free to make their own political interpretations whether or not these interpretations are consonant with those of the political party in power.
13. Vocational education in the USSR is terminal training for a specific job or type of work needed by the State.
14. Higher education in the USSR aims to prepare qualified specialists - with the accepted political point of view - to serve the needs of the State. Diploma work for which no degree is awarded, roughly approximates the level of the thesis requirement for the first professional degree in the USA.
15. In summary, service to the Soviet State is exacted from students in the USSR in return for State-provided educational programs. As a surcharge on the economy, the people of the USA provide a educational programs for their own advancement and welfare and, in turn, for the welfare of society as a whole.¹

Implications.---Based upon the progress of the past and predicated on the future, it is implied that:

1. The program and arrangements of the democratic educational system of the United States is capable of meeting the challenges and changes in our world of today.
2. A democratic philosophy of education is adaptable to the construction of an educational enterprise which best serves the needs, interests, and abilities of the citizens of the the United States.
3. The educational enterprise of Russia exhibits progress in recent years, more particularly in science, but the total educational program of the Soviet Union does not appear superior to that of the United States.

¹Division of International Education, op. cit., pp. 222-23.

4. The growth of industry and high standard of living attained by the people of America is representative of the quality of education in this country.
5. The standard of living in the Soviet Union on a whole is much lower than that of the United States which indicates that the centralized educational system does not parallel the United States educational enterprise with its private, local, state, and national control.
6. The struggle for world power through the development and advancement of the political, economic, and educational organization and institutions of the United States and Russia is destined to continue in the years ahead.

Recommendations.--As a result of this study, the following recommendations are being made.

1. It is recommended that similar studies be conducted on the educational patterns of the United States and Russia, thereby contributing additional facts and evidences regarding these educational systems.
2. Comparative studies on various levels of education as separate entities should prove an interesting venture; for example, higher education or secondary education in the two countries.

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APPENDIX

3630 Boulder Park Drive, S. W.
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June 15, 1963

NEA Research Division
1201 16th Street, NW
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Dear Sirs:

I am in the process of writing a thesis on "Comparison of Educational Patterns of the United States and the Union of Soviet Socialist Republics," as a partial fulfillment of the requirements for the Master of Arts Degree at the Atlanta University, Atlanta, Georgia.

In regards to this matter, please send me at your earliest convenience any materials and information relating to the subject as the research should be completed during the month of July.

I shall be happy to return by mail, the cost of any materials which are forwarded to me.

Thank you very kindly for your consideration.

Yours truly

/s/ Mrs. Wellie S. Wilburn

(Mrs.) Wellie S. Wilburn

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